

LB  
2301  
N24

B

333527

DUPL

---

---

---

SECRETARIAL NOTES

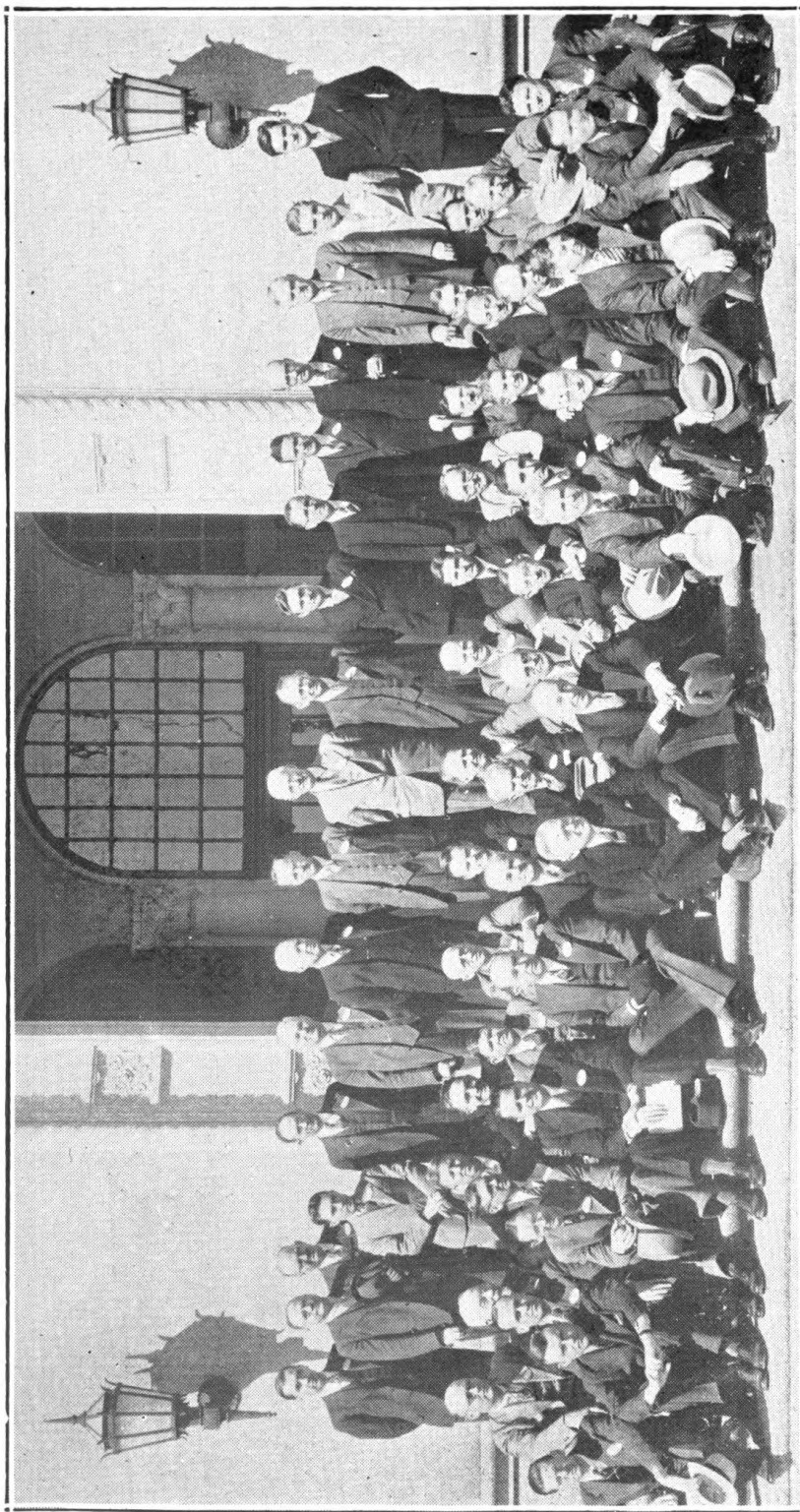
Seventeenth Annual Conference

of the

NATIONAL ASSOCIATION OF  
DEANS AND ADVISERS  
OF MEN



Held at  
LOUISIANA STATE UNIVERSITY  
Baton Rouge, Louisiana  
FEBRUARY 28, MARCH 1, 2, 1935



*Members of the National Association of Deans and Advisers of Men attending the Seventeenth Annual Conference at Baton Rouge, La.*

SECRETARIAL NOTES

**Seventeenth Annual Conference**

of the

**NATIONAL ASSOCIATION OF  
DEANS AND ADVISERS  
OF MEN**



**Held at**

**LOUISIANA STATE UNIVERSITY**

**Baton Rouge, Louisiana**

**FEBRUARY 28, MARCH 1, 2, 1935**

## TABLE OF CONTENTS

	<i>Page</i>
<b>MINUTES OF THE SEVENTEENTH ANNUAL CONFERENCE:</b>	
Detailed Program .....	5
<b>Thursday Morning Session, February 28, 1935:</b>	
Address of Welcome—President Smith, Louisiana State.....	5
Response—Dean Lancaster .....	10
Paper by Harold E. B. Speight, "Stimulating Intellectual Activity" .....	12
Discussion .....	18
<b>Thursday Afternoon Session, February 28, 1935:</b>	
Paper by Alvan E. Duerr, "The Fraternity Criteria as a Medium for Securing Closer Cooperation and Better Understanding" .....	21
Paper by William L. Sanders, "Fraternity Criteria, Theoreti- cally and Practically Considered" .....	28
Paper by J. A. Bursley, "Fraternity Finances" .....	32
Discussion on the Criteria .....	39
<b>Thursday Evening Session, February 28, 1935:</b>	
Address by Senator Long .....	45
Address by Dean Coulter .....	48
<b>Friday Morning Session, March 1, 1935:</b>	
Paper by B. F. Mitchell, "Reorganization of the First Two Years of College Work" .....	57
Paper by D. H. Gardner, "How the Reorganization of the Lower Division Affects the Work of the Dean of Men".....	63
Paper by J. W. Armstrong, "Increasing the College Students Appreciation of the Fine Arts" .....	69
<b>Friday Afternoon Session, March 1, 1935:</b>	
The Question Box .....	82
<b>Saturday Morning Session, March 2, 1935:</b>	
Paper by Dr. Lewis Alderman, "The Philosophy, Purposes and Practices of Federal Employment of Students in Colleges".....	103
Discussion .....	107
Newspaper Editorial by Dean Stanley Coulter, "Staying Young With the Youngsters" .....	113
Reports: Executive Committee .....	114
Treasurer . . . . .	114
Resolutions Committee .....	115
<b>Appendices:</b>	
A—Official Roster of Those in Attendance .....	119
B—Roster of Ladies Group .....	120
C—Minutes of Ladies Group .....	120
D—Roster of Members, 1934-35 .....	120
E—Summary of Previous Meetings .....	122
F—Standing Committees, 1935-36 .....	122



2-16-1935

# PROGRAM

THURSDAY, FEBRUARY 28

## MORNING

8:30—Registration: Hotel Heidelberg, Baton Rouge.

9:30—Welcome by President James M. Smith of Louisiana State University.

Response by Dean George Culver of Stanford University.

Paper by Dean E. B. Speight of Swarthmore College: "Stimulating Intellectual Activity and Discussion on the Part of Students."

Appointment of Committees:

- (1) Nominations and Place of 1935 Meeting.
- (2) Resolutions.
- (3) "Question Box."

Announcements.

## AFTERNOON

2:00—Topic: "How the Fraternity Criteria Are Affecting Institution and Fraternity Relationship."

Paper by Dean W. L. Sanders of Ohio Wesleyan University: "Reaction of the National Interfraternity Conference."

Paper by Dean Joseph A. Bursley of the University of Michigan: "The Financial Side."

Paper by Alvan E. Duerr, Chairman of the Committee on Scholarship of the National Interfraternity Conference: "Securing Closer Cooperation and Better Understanding Between Fraternities and Institutions in Which They Are Located."

Discussion.

## EVENING

7:00—Informal Dinner, Venetian Room, Louisiana State University Campus. Speaker: Dean Stanley E. Coulter.

FRIDAY, MARCH 1

## MORNING

9:30—Topic: "Reorganization of the First Two Years of College Work."

Paper by Dean B. F. Mitchell of Louisiana State University: "The Philosophy and Purpose of the Reorganization of the Lower Division."

Paper by Dean D. H. Gardner of the University of Akron: "How the Reorganization of the Lower Division Affects the Work of the Dean of Men."

Paper by Dean J. W. Armstrong, Northwestern University: "Opportunity for Development of Knowledge and Appreciation of the Fine Arts."

Discussion.

## AFTERNOON

2:00—"Question Box." Dean W. E. Alderman of Beloit College.  
Report of Committee.

5:00—Tea at the Percy Home, near St. Francisville.

## EVENING

9:00—Cotillon Club Dance.

---

SATURDAY, MARCH 2

## MORNING

9:30—Paper by Dr. L. R. Alderman, Director of the Educational Division  
of the Federal Emergency Relief Administration, Washington,  
D. C.: "The Philosophy, Purposes and Practices of Federal  
Employment of Students in Colleges."

- Discussion.

Business Session.

Seventeenth Annual Conference  
of  
THE NATIONAL ASSOCIATION OF DEANS AND  
ADVISERS OF MEN

Under the Auspices of  
LOUISIANA STATE UNIVERSITY  
BATON ROUGE, LOUISIANA

FEBRUARY 28, MARCH 1, 2, 1935

---

THURSDAY MORNING SESSION  
HOTEL HEIDELBERG

February 28, 1935

**President Tolbert:** Gentlemen, will the meeting please come to order. We are very fortunate in having with us this morning to welcome us to the City of Baton Rouge, and especially to Louisiana State University, a man who is responsible for the administration of that institution. I take great pleasure in presenting to this Association President Smith of Louisiana State University.

**President Smith of L. S. U.:** Mr. President, and members of the National Association of Deans and Advisers of Men, it gives me great pleasure to be able to welcome you to the City of Baton Rouge and to the capitol city of the State of Louisiana. We had hoped to show you the Capitol Building here and other things of interest in the State. We did not think, however, that it would be possible to show you the Legislature in action. That has been made possible by a rather sudden call of the Legislature, which I hope did not inconvenience you with respect to your room accommodations. We have a habit of convening the Legislature in Louisiana rather often, and rather suddenly, and this was no exception to the rule. Dean Cole mentioned to me Monday night that he thought ample hotel accommodations had been arranged. Yesterday morning about ten o'clock he called me by telephone and said that apparently something had gone wrong with certain hotel accommodations, and some might not be available. I had warned him of that fact. I believe, however, that everything turned out all right. He suggested that it might be possible, if you desired it, not only for you to see the Legislature in action, but that I might be able to persuade the Senator to speak to you briefly, if you would like to have him do it.

I understand from correspondence that I have had with Presidents of State Universities and some other Universities, during the past six weeks that there are a great many legislatures now in session. Those of some 43 states are apparently now in session, or will be soon in session.

I know somewhat from experience and more probably by having been told that most of these State University presidents and A. & M. presidents are with the Legislature to see what may be done with respect to their institutions, so much so that some find that it is not convenient to leave their places of business in April when we have our 75th Anniversary.

Not to be outdone with these 44 states who have sessions of their Legislatures regularly scheduled in January and February, Louisiana pulled one, but I hope they will not pull another right away. The first three Legislatures gave us the amount of \$600,000.00 for buildings. This fourth session is only giving us \$400,000.00 additional. Our appropriations are going down, and for that reason I hope that they don't have another meeting soon. It might be taken from us altogether.

I wish to welcome you in the name of the Mayor of the City of Baton Rouge and I am glad to welcome you on behalf of the Governor of the State of Louisiana, who is ex-officio chairman of the Board of Supervisors of the Louisiana State University, and on behalf of myself and colleagues. I am happy to welcome you to Louisiana State University. Anything we can do to make your stay pleasant, we shall do. Any convenience you need will be gladly supplied. We hope you will visit the Campus and make yourselves at home on the Campus. Ask the Dean of Student Affairs, Dean Cole, for anything you need. Ask Dean Middleton for anything in the way of service that you need.

I am inclined to believe that the greatest work being done in colleges and universities today with undergraduate students lies in the Personnel Office or in the Personnel officers of these several institutions. Young men and young women who are coming to us in ever increasing numbers, and in the South and particularly in Louisiana, of which I can speak with more certainty, are much younger. High schools in this section of the country are graduating boys and girls at a very tender age. Of course, we have in this state an eleven year school system. Seven years in the elementary schools and four years in the high schools, making a total of eleven years, whereas in a number of states, all except seven, there is an eight year system. This, of course, means that we get our boys and girls from the Louisiana schools, and other Southern state who have eleven year school systems, a year younger than you get them. That has brought certain problems of administration to which we have to adjust ourselves. Notwithstanding that difference, I think that our problems are similar to those faced by other institutions, and I think that I am warranted in saying that the most important work being done in the undergraduate schools is the personnel work of the students.

I do not mean to disregard in any sense of the word the importance of the academic program. I do not mean to disregard in any sense of the word the importance of good teachers. I do mean to indicate that with the increasing numbers of students, with the larger attendance in classes that the personal contact between the students and the teachers is somewhat diminished, but that the need for that contact is not diminished. The need is filled by the Dean of Men's office or the Student Personnel office. I think that it is safe to say that the value of the col-



lege education is perhaps determined, or the value of the college in its attempt to educate, is determined by the consideration that the college gives to the student and the value of its training is perhaps largely in the change which it brings about in the individual boy and girl.

There is a necessity of adjustment, at least along three lines. Every student when he enters the university must make an adjustment in his social relations. He comes in contact with a large group of young men and women of approximately his own age and of his own interests, and of his own undefined standards of life. He must make his friends or acquaintances. He must make a place for himself on the campus. He will doubtless join a fraternity. He must select his friends. He must learn to adjust himself to the conditions that confront him and they are new conditions. Those problems are not met and solved during the first year because they are reoccurring. The problems of the Freshman year are met and solved, but then come the problems of the Sophomore year, Junior year and Senior year.

I read recently a statement to the effect that the country spends annually, or there is levied upon it, a tax of \$13,000,000.00, as the wages of crime. Four hundred thousand people are engaged in illicit occupations. There are 183,000 persons incarcerated in penitentiaries or other penal institutions. The average age of the male resident, (I will use the figures of a New York system, is 23 years. Ten years ago these boys were thirteen years old. After that they pass through high school and college. It strikes me that if these boys ten years ago had had the guidance that you are able to give, their lives could have been turned into constructive ways, and in place of having thousands in penitentiaries, they might have been leading good lives in our society. I say that the most constructive work that can be done to help the undergraduate is the attention and sympathetic guidance of his elders.

Everyone must not only be made to fit into their social adjustments, but he is called upon to make certain religious adjustments. He must get in the high schools certain religious ideals. There is a readjustment necessary to be made and he needs guidance of a mature person who is sympathetic with the problems of young manhood to guide him in those conditions of life as well. He is not only upset socially and religiously, then, but he undergoes an emotional strain. There is a new set of work placed upon him that creates an emotional strain, and while to us many of his problems may be laughable, to him they are indeed serious. He will usually undergo his love affairs, several of them perhaps, during his undergraduate career. To him these affairs are serious. Doubtless all will not go well. And there will be upsets and emotional strains that may result because of lack of sufficient money to carry on—to hold the standard he would like to with his date. There is where you come in again. Doubtless you have had to meet these situations, and I know you have met them sympathetically because they must be met that way. These boys must make these adjustments.

So then in conclusion, I repeat that the greatest value or the value that the college renders to its group of students is measured by the attention it gives to fitting the student to adjust himself socially, religious-

ly and emotionally. That the greatest service under the conditions that the undergraduate college can render is to make it possible for these undergraduates properly to adjust themselves so that they will be able to carry on.

**President Tolbert:** We thank you very much President Smith for your careful and thorough summing up of the influence the Dean of Students may have and also for the cordial welcome of the city.

It was hoped that we would be able to have with us one of our oldest and best loved Deans to respond to this address of welcome. Dean Culver had thought he would be able to come, but he could not. In the absence of Dean Culver, we have our good friend and co-laborer, Dean Lancaster of Alabama, to respond. I take pleasure in presenting Dean Lancaster.

**Lancaster:** President Smith, I am sure that I speak for all of my fellow deans when I thank you again for the cordial welcome and the understanding and sympathetic viewpoint that you have demonstrated toward the work of the Dean of Men. We are glad to be here. I am sure we are going to enjoy our stay. I asked Dean Cole last evening why he has called upon me to make this address. I thought he really wanted me. However, I began to think back a little and decided that in view of the fact that there had been an event in the Rose Bowl recently wherein Alabama beat Stanford, that was the reason why I was called upon.

President Smith, I think you will find these Deans of Men a rather human type of individual, because if a Dean of Men does not contain a youthful attitude with boys he cannot remain as Dean of Men. I feel that the greatest task is to direct the university youths into the proper channels and to see that they make effective use of the powers they have. In looking back over the short period—after all, we are celebrating our 17th meeting—we have not attained our majority. We are still young officials who have a good deal to learn. We have had a splendid reception everywhere. We have had a great time studying the local situations and in conference with one another.

I believe it has been said that perhaps colleges in the past and of today have placed a primary interest on intellectual development and too little interest upon the character and development of the individual. I rather agree with that, and it seems to me that most of our problems deal with character building problems and problems of better conduct. Perhaps we are so much concerned with problems of conduct that we don't devote enough time to character building; as our institutions have grown, there was less and less opportunity for that personal contact between those students and our profession. The most cherished memory of the students are the impressions that have been made upon them by the character and personality of faculty members. There is need for the type of work we are attempting to do. We have the problem of being a guide, counselor and friend to the students.

Again, President Smith, we appreciate the opportunity you have given us in this Southland, this balmy Southland, to meet here and confer about these problems. I remember very well when I went to Alabama seven years ago and called at our president's office and asked him to tell

me what I should do in my position. He said, "I want those boys to beat a path to your door and not to mine." After seven years I can say that the path is well beaten. It has been beaten every day for seven years. But, I am more concerned with what appears at the end of the path than with the fact that they come to my door. We want to know how to do the job better, and so, President Smith, I want to thank you for the opportunity of allowing us to come to your campus to confer about these problems.

**President Tolbert:** We are going to find in the discussion of a good portion of the topics quite a bit of that kind of thing because that is the frame of work on which our jobs are hung. It was felt that we should select one or two topics which were far more fundamental to our purposes than the manner of how to do it. We want to get at some of the basic philosophy of how the Dean of Men's job should be done. It was felt that we should get some one or two men who were outstanding in certain fields to come and be with us to discuss these philosophies. We are very fortunate in having with us this morning a man who can make, I think, a real contribution to one of the big jobs which we have. The topic assigned is "Stimulating Intellectual Activity," and the man who can tell us so much about this is Dean Speight of Swarthmore College.

## Stimulating Intellectual Activity

By HAROLD E. B. SPEIGHT, Swarthmore College

That the purpose of a College or University is the intellectual development of its members we are surely agreed. It would indeed be a serious reflection upon higher education if it were necessary for us here to debate the point. I shall hope to show that I do not limit the benefits of a college course to those which are revealed in intellectual growth, but I hope I may insist on their primacy. Assuming that, let us explore some of the implications of such a claim. What kind of intellectual activity should we exact, what conditions are conducive to it, what practical steps can be taken to encourage it?

First, I wish to emphasize that those who graduate from our institutions are to enter—indeed already belong to—a world that is experiencing changes which will have far-reaching consequences. No mere information, however accurate, will constitute an adequate equipment for the citizen of tomorrow. It is something more and something better that we wish our students to acquire. They must somehow develop the capacity to subject all information to critical scrutiny, to judge its relevance to present and future need, and to use it as a starting point in fresh inquiries. They must somehow achieve flexibility in using what they know, without reducing the range of their knowledge. I would go further and say that if they develop real powers of comprehension they will acquire more factual knowledge than they could acquire by merely devoting themselves to the pursuit of information.

We cannot close our eyes to the changes which have rendered inexact, inapplicable to life, or even untrue, much that you and I laboriously acquired as knowledge. The invalidation of knowledge, and of specific skills, is now more and more rapid; we realize more and more clearly how unlike our world will be that in which those now young will have to make themselves at home. President Lowell has made this point very forcibly. "We are often told that we ought to equip our young men in College for the problems of the day, and that is well, but not all; for by the time they have reached a position where their opinions count weightily the problems will have changed. We must equip them to deal wisely and profoundly with questions that have not yet arisen and of whose nature we may have no conception."

In what ways can we encourage the kind of intellectual development by virtue of which a man can hope to deal wisely and profoundly with new questions at present not even imagined? That surely is a searching issue.

Some educators now put great faith in exploration. They provide "survey courses," opportunities for "orientation." They want the students to know a little about many things so that they may not be taken by surprise. Versatility is to them a great virtue. Plato's solemn warnings on its dangers have made no impression upon them.

Now it is true, all too true, that an easy familiarity with what the boys call "the high spots" of a number of subjects does give to a young



man the appearance of mastery in the art of living. But that is more a reflection on the rest of us than a certificate of wisdom for him. Perhaps a parable will make clear the difference between breadth of knowledge and mere extent of information. A friend of mine lived one summer in a little cabin in a Colorado valley. For the first few days he looked contentedly enough across the valley to a range of hills of pleasing aspect. The light and shade on this range provided from hour to hour a changing scene which rested his tired eyes. But one day he climbed up the hill behind his cabin and when he was a few hundred feet above the valley he turned. Now he could see, beyond the close range of hills, a magnificent mountain mass whose proximity, indeed whose existence, he had never suspected. Day by day he climbed higher till at last he commanded a vast prospect of inspiring grandeur. He had purchased that wide view by the effort of climbing. In the same number of days spent in the same region I might have hurried hither and yon in an automobile over a wide area and enjoyed brief glimpses of many more physiographical details; I could have returned claiming a greater knowledge of the State of Colorado. But he would have been on higher ground; he would have learned in a way impossible to the hurried tourist; he would have experienced something I had missed entirely.

In other words, it is mastery of principles, not the conquest of information, that equips a man to deal wisely and profoundly with questions that have not yet arisen. And there is today a new obligation resting upon the college to show men how to reach principles, how to interpret, how to organize what they know and yet keep their minds open to new knowledge. I venture to define a college as a society of scholars engaged cooperatively as teachers and students in the discovery and application to life of valid principles of interpretation. Later I will add something to that, but I put that purpose first, for unless we serve that purpose we have no business being in educational work.

If mastery is to be achieved, the student must have an adequate incentive. A few years ago the prevailing incentives were economic, that is, vocational, and they were definite enough to sustain most of our students. We are thrown back today on the incentives we really believed all the time to be most important. But we do not find it easy to present them effectively and appealingly to our students. In a sense the boys and girls have been corrupted by their early environment. We all know parents whose mercenary outlook upon life (discredited though it have been by events) makes it impossible for them to understand and support the ideals of culture by which we are inspired in planning our curricula and in counselling our students. The incentive hardest of all to develop is the one most important to the future of education and to the value of our students to the world we wish them in due time to serve. It is the love of excellence, good workmanship, honest performance, in the search for and the use of valid principles. Can anything bring a deeper intellectual satisfaction than superior achievement in this search? By superior achievement I mean that which rests on a careful use of the tools of investigation, upon self-effacing devotion to truth, upon a dis-

covery for oneself of principles underlying facts; and I mean that which finds expression in well-formulated, clear, intelligible, and cogent statements which the student can take as a starting point for further progress towards still greater truth.

I want to quote President Lowell again, having lately been much impressed by his fine record of educational pioneering, as it is revealed in the volume of his reports, addresses, and articles entitled **At War With Academic Tradition in America**. "Culture does not mean the possession of a body of knowledge common to all educated men, for there is no such thing today. It denotes rather an attitude of mind than a specific amount of information. It implies enjoyment of things the world has agreed are beautiful; interest in the knowledge that mankind has found valuable; comprehension of the principles that the race has accepted as true. All this involves a desire to know coupled with a capacity to acquire and appreciate."

It is, perhaps, not surprising that such an ideal needs fresh formulation today. Between 1900 and 1930 the number of boys and girls in our high schools was multiplied by eight; in the same period of enrollment in our colleges and universities was multiplied by five; in only ten years from 1920 to 1930 the output of Ph.D's increased from 520 to 2024! Half of the parents of boys and girls in high schools in 1930 had not had a high school education. Such an unprecedented expansion of popular education on the higher levels as was seen in the first thirty years of this century was certain to deceive a great many people into believing that material equipment, high-sounding titles, and the multiplication of educational facilities were by some miracle to assure us an immediate increase of the general intelligence and a broad spread of that "culture" which had previously run in deep channels through a few favored areas!

What can be done practically to realize our desire for excellence in the educational process, the kind of excellence that statistics can neither describe nor quite conceal?

First, and most costly in several ways, especially in energy, time, and devotion, we can so plan our teaching and the use of our equipment as to favor minds of superior capacity and encourage their ambition. Must we not admit that we have too often taken pride in numbers, seen too much virtue in size, and been carried away by the insistent, all-pervasive, applause given by the public to the efficiencies supposed to be inherent in standardized and large-scale production? Can we and our faculties now adopt a new Standard of Economy? Can we turn our attention to the ghastly waste of good minds who are swamped by mediocrity around them, and pay less attention to the saving of a little time and trouble to ourselves? May I be forgiven if I point to the contributions made by Scotsmen to the professions, to public life, to scholarship? I can do this without reproach, perhaps, because though I am a graduate of a Scottish university I am not a Scot. How are the achievements of Scotsmen so far greater than we should expect from their numbers or from their limited material equipment to be accounted for? I can tell you, for I shared a room once for a year with a boy from a tiny village in the Isle of Skye. His schoolmaster had discovered his ability, had

singled him out, and without neglecting the plodding boys and girls of average ability, had found a way to allow that one boy to grow at his own pace. It meant many hours that master and boy stayed after school in the wee one-room school house, other hours when the lad, after walking across the moor to the dominie's simple home, worked by the school-master's friendly lamp, his own "but and ben" being unprovided with such a luxury. That boy entered the university at the very top of the class although he had never seen a city until he arrived to take competitive examinations. And that boy's case, so far from being exceptional, was typical of rural Scotland even in my time. Superior talent was given superior opportunity.

In 1921 a man who was then being inaugurated as a college president, pointed out, to use his own words, that "we are wastefully allowing the capacity of the average to prevent us from bringing our best up to the standards they could reach." He pointed out the solution. We should "give to those students who are really interested in the intellectual life harder and more independent work.....With the abler students it would be possible to allow them to specialize more because their own alertness of mind would of itself be sufficient to widen their intellectual range." The concrete proposals at that moment put forward by that president included less frequent and more comprehensive examinations and the adoption of a plan under which the superior minds could prepare themselves to meet more severe tests with the aid of their instructors but with a much larger measure of freedom, and therefore of responsibility, than was usually accorded to students in American colleges.

These proposals, carefully and step by step put into effect by a sympathetic and steadily improved faculty, have been justified by results beyond all expectation, and—what is especially interesting—have done much to stimulate both better teaching for, and better work by, those students who are not selected for the larger freedom.

The method is a costly one, especially in time and energy, but those who conduct the seminars in which it is realized find it gives them an experience which ordinary teaching methods never held out to them. They themselves grow, and the observation of their growth does far more to develop in their students a love of learning and a respect for scholarship than could be done by an assumption of infallibility or an arrogant use of the authority which poor teachers regard as their best support.

The development of a sounder type of examination by which the superior students are tested at the end of their course—examinations set by distinguished scholars in other institutions who serve as external examiners—has in itself done much to improve the educational procedures by making it necessary for a student to combine a real grasp of relevant facts with a clear understanding of the relation of the facts in his own special field to those in other closely related fields. The ordinary course students, too, have profited, because their course examinations, and the comprehensive examinations in their major fields, have been improved in the light of experience in dealing with the honors

men. So far from those of average capacity being neglected for the sake of the ablest students, the better methods of instruction, the greater interest and enthusiasm of the faculty, and the example of the strongest students have combined to give a new meaning to study.

One further step, the instruction of the four-course program, has carried the process still further. It is now necessary for a student to plan more intelligently what use he is to make of his four years. The door is not closed to explanation, but a premium is placed upon the intelligent selection of courses within the framework of a real plan. Not calculated units but intelligent unity can now be held up as the goal of all counselling and planning. This makes it possible to lead students into an appreciation of what they may hope to derive, not vocationally only or primarily, but in their highest interest, from the various disciplines open to them.

When I quoted Mr. Lowell's definition of "culture," you may have noticed that he said that the cultivated man can enjoy things the world has agreed are beautiful and take an interest in the knowledge mankind has found valuable. That definition may serve to describe the culture which appeals to those whose principal interest is in the world that comes to us from the past. But youth is at least as much interested today in making its own new world and in exercising its own creative powers. If it is not a part of culture to make things of beauty the world has not yet seen to be lovely, and to take an interest in knowledge never yet found valuable, we need a more inclusive goal than culture. The development of interest in the creative arts is one of the most encouraging signs of vitality in schools and colleges today. I do not refer to organizations which offer to the student a chance to play politics after the examples set by his elders, nor to "activities" providing a few people with the prestige of leadership. I refer to those interest groups which are a sign that the spirit still moves where it listeth. They spring up here one day, there another, and while they meet a real need they last; when they are no longer an expression of genuine student interest they are allowed to die or to change their form. They are better outside than inside the recognized curriculum; and they should not carry "credit" since the reward of all creative work is in the satisfactions that no registrar could measure and no card could record.

If there were no other value in these spontaneous interest groups—in writing, dramatics, music, the studio arts, discussion, or handicrafts—than their contribution to the balanced and abundant life of rich personalities, this would justify their place in the life of a college. I spoke earlier of a college as a society of scholars engaged cooperatively, as teachers and students, in the discovery and application to life of valid principles of interpretation. That is, of course, the intellectual purpose, the primary aim, of a college. But we must add two other purposes without which there is danger of over-emphasis upon one set of values. First, such a cooperative group may control its group life by intelligence, making of itself a laboratory of wise living and of real democracy, and in such a group-life the individual may find a discipline that gives him strength, judgment, and public spirit.



It is part of your task and mine to show the student that he can take nothing for granted today. Society is not waiting to offer him, on his graduation, a variety of attractive opportunities. Men will not take him at his own valuation. His future, so far as his happiness and usefulness are concerned, will depend upon something more than technical competence and specific training, important as these are. The questions he will have to answer, sooner or later, are searching questions. Has he learned how to accept and measure up to responsibility? Has he learned how to cooperate with others, avoiding self-importance and undue sensitiveness, and appreciating the best points in people very different from himself?

Secondly, it is surely one of our purposes—though it is the one hardest to realize in action—to present the appeal of ideals which are even more intimate and of more private significance than these qualities of social ease and cooperativeness. Has the student discovered—how can we help him to discover—that man does not live by bread alone, that success as others measure it will not guarantee him inner satisfaction, that he must forever be unsatisfied unless he learns to appreciate the intangible wealth hidden in his heart and the capacities which place beauty and joy within his reach even in the day of seeming disaster? It is in his search for such values that the creative life will meet his deepest needs. Music, plastic art, poetry, the arts of creative discussion and many more expressions of the freedom of the imagination offer him opportunities to be laying up for himself and for others treasures beyond corruption, treasures that do not perish in the lean years of economic stress. Believing this, I feel bound to urge young men and women to engage their powers in some activity which enlists their enthusiasm, their full interest, their uncalculating devotion; to find some work or play which is in one sense or another creative, one in which they are not concerned with past events or with codified knowledge, or with finished products, but with their own dawning capacities, aspirations, and hopes. And this is quite compatible with a social enthusiasm and a close association with comradely people. To deal with other people wisely is itself a creative activity, for it means dealing with them in a way that personalizes them, treating them as worth-while individuals, relying on the best that is in them and caring more for what they may be than what they are.

Intellectual activity, in short, while it is the chief end of all our effort, defeats itself unless it is placed in the large setting of an all round personal development, an enjoyment of all that contributes to health of mind and body, an appreciation of the community, and a realization of the inner resources of the spirit. There is no inconsistency between an emphasis on excellence in intellectual effort and soundness in all-round development.

**President Tolbert:** I am sure we all appreciate the scholarly and refreshing attitude that Dean Speight has brought before us in this paper. We hope that we are going to have a little time for discussion of some of the propositions which he made. However, we are prone to

discussing at considerable length, so we are going to get a little business session over before a discussion of this paper, and I know we will stop when the time comes to eat. The Question Box was so successful at the last meeting that we prevailed on Dean Alderman to undertake it again. I am sure that we owe Dean Alderman a very considerable quantity of appreciation for the great amount of work he has done in bringing these topics together for our discussion. I would like to present Dean Alderman.

**Alderman:** What I did was to send out a letter to the Deans asking them to send in such questions they thought should be discussed or raised at this meeting. That letter was almost too successful. The result is that we have more questions than we want for the session tomorrow afternoon. I risked whatever reputation that I have for being logical by attempting to classify these questions into a limited number. Some of these topics are stated in question form, and some are stated in topic form. If a question was asked by two or three different people I reproduced the question the number of times that it appears. If you will take the sheet that is headed "Topics suggested for discussion in the Question Box," I would like to run through the significance of those headings.

(Dean Alderman discusses the various headings briefly.)

**Alderman:** I would like to have you check the topics in the order which you would like to have them discussed.

**President Tolbert:** I am sure that we appreciate the careful way in which Dean Alderman has done this work. We expect that the meeting tomorrow afternoon will be one of the best. There are two or three committee appointments to be made now. The Committee on Place of Meeting and Nominations is first. Bursley is Chairman; Corbett, Goodnight and Miller. Committee on Resolutions: Lancaster, Chairman; Reinow, Smith, Lobdell and Stephens. Committee in formulating answers to questions concerning courses of study that might be desirable: Turner, Chairman; Armstrong, and there will be one or two more.

We have Dean Armstrong here with his Fine Arts exhibits. I hope that you will find an opportunity to view them.

There were a number of things of great importance which Dean Speight said in his paper. In some of them we probably agree with him wholeheartedly. Others we may question. We have fifteen minutes left, and Dean Speight is ready for discussion.

**Goodnight:** I am very much in accord with what Dean Speight has said. I know the disappointment was in the failure of Dean Speight to point out to us methods by which we may hope to inspire in the mind of the young men on the campus something of this yearning for culture. There is no problem at all with men and women of the type that Dean Speight described as the young Scotsman. You can't keep them from it, and they are always going to be right there in the vanguard to take advantage of every opportunity as it presents itself. But how to arouse that intellectual interest in the persons of some of the younger of them who do not have it. We are perhaps capable of having it aroused if we

knew the process. That is our difficulty. Can Speight help us along those lines?

**Speight:** I think my answer would be that the very existence of a higher standard for the people themselves would be stimulating and encouragement throughout the whole educational system, to teachers and to all who direct education. Of course, the example that I selected could not be kept down. These students with real aptitude for advancement and superior work have actually been swamped or nearly swamped in our present educational setup, and I naturally directed attention to the danger of wasting the best minds. I recognized, however, that it is a very justifiable question. An answer to that, but not, however, a satisfactory answer, would be only if we do have a higher standard of achievement can we expect to have a desire on the part of the average man for better teaching. I left all mention of the college I am speaking of out of the paper, but I went to Swarthmore because I believed in so many of the things that they are trying to do, and I had had nothing whatever to do with the procedure I was describing. Close acquaintance has given me even greater enthusiasm perhaps, because I have seen its effect upon the average man. It is a selective process in the first instance and we are dealing with the group of students who have passed reasonable tests in ability. I have noticed a change of heart on the part of men of average aptitude that come to me for guidance in their life's interest and hopes. Two or three of our men in the English Department have given a great deal of time and thought to creative writing groups, to take care of those who express a desire to write, and you know how many are coming to college with that desire nowadays. They take those men and women and in their limited time they devote to it, they help these people to discover whether they have that aptitude or not. Personally, the methods that I have seen most successful are those of close and intimate contact between the professor and the student. The classroom does not give you that opportunity.

**Ripley:** In 1922 our president appointed a committee to study the poor student to see what could be done for him and also to provide reading courses. For three years they carried on that work. We found that we were getting practically nowhere, but in the meantime, we were also studying our records, and in 1925, I started an investigation of these records to find out how many of our students were in the 1st, 2nd, 3rd, and 4th quintile. None in the 4th and 5th quintile has ever graduated or gives any indication that they will ever graduate. This had led to an interest through the state in the value of education to these lower groups and questions as to whether they belong in the institution.

**Reinow:** I wonder if Dean Ripley has not hit squarely on the head. Dean Ripley has stressed what has been the important thing that the universities and colleges have placed before their students for these many years. We have decided for or against students in proportion to their ability to graduate, which means the accumulation in some way, shape or manner of 120 hours, whatever that might mean, with an average grade, whatever that might mean, of "C". In answer to Dean Goodnight's suggestion, I wonder if we don't have to examine the purpose of

the institution. Dean Speight's plan might work wonderfully well in a small institution with a selective group based upon a comparative entrance examination, but what about the State universities in this country that must take everything and anything en masse. We have dumped upon us probably 1000 to 1,200 freshmen at the beginning of the year. Shall we ruthlessly measure them up in quartile or quintiles and by other objective and less objective methods according to standards of graduates; or shall we assume that educational institutions are there to help to stimulate that boy. I think Thomas Dickson said that education is the development of "What is." Therefore, education will depend upon the amount of "what is" that there was there. A number of these boys don't have that "what is". To increase that "what is" up to the point of making a reasonably good citizen of that man, if the responsibility of the educational institution that Dean Speight spoke of, is to increase culture, refinement, education and appreciation, that is possible only to those in the upper 10 per cent. We have swung the pendulum back and forth. The boy that he speaks of is the boy, the same kind of boy that we have today. We have other things to think about besides 120 hours of the grade of "C".

**President Tolbert:** We are adjourned until this afternoon.



THURSDAY AFTERNOON SESSION  
VENETIAN BALL ROOM  
LOUISIANA STATE UNIVERSITY  
February 28, 1935

**President Tolbert:** Will the meeting please come to order. Gentlemen, we have set aside this afternoon for a discussion of various topics connected with the fraternity situation. Our discussion this afternoon is around the criteria which were prepared about a year ago. We are very unfortunate in that Dean Sanders was unable to be with us. He had a good deal to do with the development and fomulation of the original criteria and getting it adopted by the Interfraternity Conference as an organization at its meeting just before Christmas. Dean Sanders is not here, but he has sent a paper which we will have read. Dean Miller of the University of California at Los Angeles has agreed to read this paper. Also we have as a delegate from the Interfraternity Conference Mr. Alvan Duerr, who is chairman of their Scholarship Committee. Mr. Duerr has another appointment which comes early in the evening, before our time for adjournment. We will hear Mr. Duerr's paper first. I present Mr. Alvan Duerr, Chairman of the Scholarship Committee of the Interfraternity Conference.

**The Fraternity Criteria as a Medium for Securing  
Closer Cooperation and Better Understanding**

*By* ALVAN E. DUERR

Your President has asked me to speak on the Fraternity Criteria as a medium for securing closer cooperation and better understanding between fraternities and the institutions at which they are located. Cooperation and understanding are a mental attitude arising from a mutual recognition of basic facts and common responsibility. I shall therefore assume that my task is to establish this basic approach, and to attempt to point out how we may overcome any obstacles inherent to it.

The Fraternity Criteria were formulated by a committee composed from your membership and ours, not as an expression of ideals which might be regarded as possible goals of achievement, but as a definite statement of standards by which fraternities might be judged. The purpose of this formulation was to establish a common meeting ground for college and fraternity, from which they might proceed to solve a common problem—the social well-being of a large proportion of the undergraduate student body.

For several generations the college had ignored the fraternity as being the concern of only the members of it; and the fraternity had taken a similar position of aloofness, believing that its activities were altogether social, and in a restricted sense of the word, and therefore personal, while the college was engaged solely with the mental activities of the student.

Education has broadened in the meantime, and the socialization of the student has become at least as important a part of the work of the institution as is his mental training. And thus the paths of college and fraternity have crossed, and confusion has arisen as to where the sphere of each begins and where it ends, where the fraternity might claim the right of way and where the college should have the right of eminent domain. But, in fact, the two are interwoven so inextricably that a segregation of interest is impossible. Both college and fraternity are dealing with the same person and intent upon doing pretty much the same thing for him. There is now a rather general acceptance of this conclusion, and the question is how we may best solve this problem together, each making its own definite contribution, but each fully aware of the work and prerogatives of the other. This would be cooperation of the highest order based on a perfect understanding of the objectives and privileges of everyone concerned—institution, fraternitly, and individual student.

And so the criteria were formulated with the distinct purpose of establishing that central ground where the interests of all would meet and from which the activities of each would radiate harmoniously and in reciprocal support.

Briefly summarized, the criteria declare (a) that fraternities must be cooperative agencies with a real responsibility to their institutions for the intellectual, physical, and social development of their members, wherefore their aims must be in entire accord with the objectives of the institution; (b) that a student's primary loyalty and responsibility are to his institution; (c) that the fraternity should promote decent conduct; (d) that the atmosphere of the fraternity house should stimulate intellectual progress and superior intellectual achievement; (e) that the chapter house must be sanitary, safe, and wholesome; and (f) that the fraternity as such must be sound in its business practices.

All this seems so inescapably true that to some it has seemed a waste of time to mention it. But no one will be rash enough to claim that even a small majority is exhausting the possibilities of these precepts. Then we do have a real task ahead of us. And I believe that a necessary preliminary to the accomplishment of this task was to state definitely what we may expect of students who, under sanction of their institution, associate themselves as a fraternity group. That this statement represents an irreducible minimum will be one of its strongest recommendations until the time arrives when the practice of our chapters has outstripped our expectation and demand.

In order to determine how these criteria may secure closer cooperation between college and fraternity it will be helpful to point out the obstacles which naturally militate against such cooperation and understanding. I would enumerate the following:

**1. Misconception of the Connotation of Social Fraternity.** Just as the college was slow to realize that no mental training would be usefully effective which was unrelated to the student's position as a member of society, so the fraternity was slow to recognize: (a) that the social life of a man who aspires to some degree of culture and learning is radically

different from that of the gang; (b) that the fraternity must therefore promote the objectives which have brought us members to college; and (c) that the fraternity life, to be really valuable, must contribute definitely to a maximum benefit from such attendance to college.

Although these former points of view are still reflected in the attitude of an appreciable number of college administrators and fraternity men, both fraternities and educational institutions have traveled far in recent years, and unwittingly their goal has been a common meeting ground where the objectives of each would be merged into a common purpose. If these criteria accomplish nothing else, they will be invaluable in so far as they reveal the fact that after all fraternity and college want one and the same thing for their undergraduates, and that the greatest hope of being effective in their respective spheres lies in concerted and harmonious action for the great good of student and member. And each may well tap all the resources of the other to lend strength to his own efforts.

The final eradication of this misconception of what a social organization in college should be is a work of education to which both college and fraternity may properly give their best efforts. And this in itself will bring about a spirit of cooperation and a better understanding which will hasten universal practice of this simple creed. We have already dispelled the illusion that intellectual activity is not a logical expression of the social life of a group of men whose immediate purpose is to get an education; the remaining hurdles can be taken as easily, if the attack is as vigorous and conceived in as fine a spirit of cooperation.

**2. The Conservatism and Insularity of Fraternity Leaders:** Fraternity leaders all over the country are becoming imbued with the need to revitalize the fraternity. They are groping for a practical way in which to bring this about. Apparently it has not yet occurred to any of them that if their organizations, through their individual chapters and members, should embody the spirit of these criteria, they would be creating a force on your campuses that you could hardly spare, a force that would be so compelling in the life of your undergraduates that college life itself would be changed beyond recognition. We should then have a revolution not unlike that in the civilized world if Christians should suddenly espouse Christianity. No doubt the same diffidence deters fraternity leaders which prevents the clergy from construing the Ten Commandments too literally.

But fraternity leaders have their noses too close to the grindstone; they do not see the problem with sufficient detachment and perspective, nor examine it sufficiently from the angle of the ultimate consumer. They find it hard to believe that a group of their own brothers is a negative influence. And so long as the spirit of competition plays so important a part in interfraternity relations we may hardly expect that degree of fearless facing of facts which must always usher in a radical change in thought and action. We must not expect too much of fraternity leaders of and by themselves. This must be as finely cooperative a piece of work as we have ever seen on the campus; but the leadership in it be-

longs to you deans, because each campus rather than each national fraternity is here a unit unto itself.

**3. Reluctance of Institutions to Incorporate Fraternities in the Educational Scheme.** Much has been said in recent years about what the fraternity must do in order to merit your approval, if not toleration; but I cannot recall anything that has been said about the ultimate purpose of the implied attitude. It has been emphasized that fraternities must come into closer harmony with the objectives of the institution; but no one has suggested that this is desirable in order to incorporate fraternities as a constructive educational force receiving the same recognition and consideration as any other factor in the college or university. The present attitude suggests rather a desire to get rid of problems, in the spirit of "behave or we'll kick you out" rather than of "behave so that we can make something of you". This is a negative attitude. Potentially, I believe, the fraternity is one of the greatest forces in undergraduate life, which might easily be made to contribute more to the moral and social development of your student body than any other force in the institution. Why not give fraternity men a constructive job to do, which will take their minds off the petty offenses which disturb administrators so much? At Dartmouth the chapter houses have been placed on a self-governing, self-disciplining basis; when they have demonstrated their capacity in this category, they will undoubtedly insist upon larger tasks to suit their enlarged capacities.

**4 The Attitude of Many Institutions Toward the Fraternity house.** Most institutions believe that they can provide a better home for the undergraduate than the fraternity is furnishing, in spite of the fundamental fact that congeniality of associates, since it expands and vitalizes the individual, is a prime requisite for effective living. Incidental herding of students does not make for their fullest individual development into useful citizenship. As Dr. Thwing said recently, "the chapter house is the best home for the typical American student which the years have created". Of course, it might and should be better. But circumscribing the fraternity house by arbitrary rules which limit its use or by erecting dormitories in disregard of existing houses, is again a negative solution of the problem. A constructive solution would be to cooperate with the fraternity to make the chapter house an ideal home for the undergraduate, and thus a logical unit in the housing plan of the institution.

**5. The Attitude that these Criteria are Self-Evident and Contribute Nothing New.** A number of deans acknowledged receipt of the criteria with the statement that they had caused no ripple on the surface of local campus life, and probably would have little influence. I can easily believe that, just as I am sure that it would be possible to read the Ten Commandments from the pulpit of any Christian church without having it occur to the majority of the congregation that this matter concerned them. These deans might well kindle the imagination of their fraternity men—possibly even their own; for, much as I believe in the fraternity, I do not recall even seeing on any campus a group of chapters whose virtuous conduct and whose loyalty to principle and institution would

make this statement of fundamental practice seem to be a work of super-erogation.

**6. The Restraint of Deans.** If I may venture a criticism of our educational dignitaries, it is that they have taken too seriously the out-moded theory that fraternities are sacrosanct, an attitude born of the college's earlier policy to seem to be unaware of their existence. Fortunately, all this is passing; but the diffidence with which many deans approach problems involving fraternities is still a serious obstacle to their constructive leadership, and serves to perpetuate the fallacy on which it is based. The sooner there is general recognition of the fact that the fraternity derives all its prerogatives through the institution, and that the institution is nevertheless not absolved from any of its responsibilities, the sooner shall we establish a basis from which the fraternity may expand into increasing usefulness to its members and to its college community.

It seems to me that the deans could render inestimable service to the fraternity by taking these criteria seriously, and by holding their chapters strictly accountable for measuring up to them unequivocally. President Ruthven blazed this trail when he informed his fraternities that the University of Michigan is not satisfied with their performance in several respects, and that the University is unwilling to have on its campus any organization which fails as signally as have some of the fraternities "to promote the objectives of the institution." In spite of what I have said, this is a constructive policy, because the purpose is not to get rid of the fraternities but to improve them.

**7. The Absence of a Court of Appeal.** Who shall allocate the various interlocking problems that we have been discussing? Who shall say when these criteria apply to specific problems, or when the college or the fraternity shall have the right of way? No one can do this as well as the dean, who has here a unique opportunity for disinterested self-criticism, and for the breadth of vision which thinks of the fraternity as an integral force which can be made of the utmost value to him as administrator and to his institution, which is merely working to the same end as the fraternity, although from a different angle.

These are some of the obstacles which stand in the way of that degree of cooperation and understanding which would insure to the fraternity its greatest usefulness on the campus. The criteria are a code of fair practice arising from a frank recognition of the close interrelation and interdependence of fraternity and college, and should do much to remove these obstacles, which are altogether mental attitudes, and should thus prepare the way for greater harmony of action than we have ever had. But, I want to emphasize again, the leadership in securing this, and in making it effective, belongs to the dean of men, because the fraternity is but one phase of his larger problem of undergraduate control and leadership. The fraternity merely simplifies his task by organizing a large part of the student body and making it possible for the dean to deal with closely knitted groups rather than with individuals. And the fraternity is offering him the opportunity to command its loyal

cooperation based on its realization of common interest and common purpose.

It is to be hoped that the deans will not be tempted to assume too much responsibility for enforcing the criteria in their many applications to student and fraternity problems. We know that the deans will cooperate. We hope that they will assume aggressive leadership in forcing upon fraternity men this opportunity for a constructive development of their group life. But details of execution should be left to the fraternities. In our concern for their welfare we have been drifting too much toward paternalism, and so have been depriving the undergraduate of the benefit which comes with doing for himself.

The difference between democracy and paternalism is only one of perspective and technique. One of the greatest benefits of four years of college life is the self-control, the self-sufficiency, that is acquired in surroundings where the young man, possibly for the first time, is largely on his own, must make his own decisions, and abide by the consequences. We must not emasculate this training either by a maudlin enforcement of the inevitable *quid pro quo*, or by pre-empting the individual's prerogative, as part of the educational process, to make his own mistakes. Keeping chapter books and collecting bills for the fraternity is a beautiful bit of paternalistic philanthropy, but the only good which a chapter gets out of organization is managing its own affairs successfully and honestly; it should not be allowed to occupy a house, if it cannot manage one; that is why you have dormitories. It should not be allowed to function as a fraternity, if it cannot fulfill the obligations of fraternal association.

I believe we have now a secure base from which we may proceed to closer cooperation and better understanding. Your president's insistence upon pinning me down to the concrete reminds me of the college student who was taking a snap course in Bible history, the final examination in which always consisted of only one question, and that always the same. This student had fortified himself well in the lives of the major and minor prophets, as tradition suggested he should; but this year the old professor, driven to it by a resentful faculty, had the temerity to ask his class to criticize the four evangelists. To this our student replied: "Far be it from one so humble in station to criticize anything so august and holy as the four evangelists; but if you want the lives of the major and minor prophets, here they are!" And so I would reply to your president: "Who am I that I should undertake to tell a group of experts how to perform more skilfully the delicate operations of their profession? I merely know that the patient is going to die unless you knock the fear of God into him, and not only make him take his medicine, but make him chase after you until you give it to him. I know a good father when I see one, but I couldn't for the life of me tell anyone how to become more proficient in perhaps the greatest art of them all. And you deans are fathers to the young men on your campus. I might add that to handle any situation wisely and effectively we must start with fundamental facts, and these I have attempted to establish. Then we must

present our facts logically, sensibly, and sympathetically; and each man has his own way of doing that.

And I do know that youth is idealistic, far more so than any of us might suspect from its casual conversation; and I know that youth longs for the man who will lead it to a higher plane of thinking and doing than in its self-consciousness it has the courage to go alone. And I know that youth instinctively grabs for the easiest way, and cordially despises the man who allows it to travel that way; and that youth has something little short of reverence for the man who holds it up to real achievement, no matter how hard the work involved.

**President Tolbert:** We want to congratulate Mr. Duerr for so good a paper as that. I think it is challenging. He said things which we want to think about and discuss. We will wait to discuss it until after the other papers.

Mr. Sanders' paper is to be on the topic of the "Reaction of the National Interfraternity Conference to the Criteria." I present Dean Miller:  
....(Dean Miller read the paper of Dean Sanders.).....

## Fraternity Criteria, Theoretically and Practically Considered

By WILLIAM L. SANDERS, Ohio Wesleyan University

The reaction of the National Interfraternity Conference as a whole was decidedly friendly to the Criteria, as one might expect in view of the work the Executive and Advisory Committees had done in promulgating and distributing those statements of standards. For myself I am more interested in what individuals think, especially after they have left the Conference halls. The first of this paper, therefore, will deal with fraternity reactions as they have come to me from fraternity leaders. I shall quote freely from letters I have recently received.

One of the prominent fraternities expresses its reaction this way: "Our fraternity has distributed the National Interfraternity Conference Criteria to its chapters as a clear representation of the ideas and objectives which the administration board has prescribed for a number of years.....We did so without expecting much direct response and, so far as I know, there has been little tangible result of the distribution. Nevertheless, we are confident that the criteria are a valuable step toward that fundamental harmony of thought between fraternity officials and college officials, which is essential to giving the student the greatest undergraduate value."

In the main this statement represents the procedure followed by the fraternity organizations upon receipt of the criteria. There were those, however, who included the criteria in their pledge manuals as a means of bringing them regularly to the attention of the chapters. Many fraternities have published the Criteria in their magazines, while others have called the attention of the individual chapters to them by means of letters or through personal visitations.

One officer states that in several instances the Criteria have been made the basis of discussion at chapter meetings and sectional conventions. I am advised that several fraternities in their national convention adopted the criteria as a satisfactory general statement of fraternity standards which, if followed, must lead to a better relationship between fraternity and college organizations. To quote again: "Fraternity criteria has been favorably received by our undergraduate chapters. Before it was promulgated, a considerable number of undergraduate members had a rather hazy idea of the relationship of a fraternity chapter to the institution in which it was located.....For this one accomplishment it has been of considerable value."

It would seem, therefore, that the criteria are considered by fraternities very valuable as—

1. A statement of fundamental principles with which to proceed in differentiating more carefully fraternity-college relationships.
2. A first step in working out a program of chapter objectives that shall be acceptable to both the fraternity and the college.
3. A kind of promise of things to come from the National Inter-



fraternity Conference in its efforts to readjust fraternities to the changing educational patterns of our time.

So far as the Educational Advisory Committee was concerned, the criteria represented minimum standards a chapter ought to adhere to in order to maintain its position on the campus. To say that fraternities have met them seems to me to beg the question. Some have met these standards while others have not. The point of the joint committee's statement was to make sure that there should be no misunderstanding as to the fraternity's position with reference to a few basic fundamentals.

The criteria are principles. The world, both fraternal and educational, wants concrete suggestions that may be embodied in a program. The remainder of this paper will, therefore, deal with some proposals which, if adopted by institutions, will aid materially in bringing chapter life to a higher level. All of them are in operation in certain colleges. Some of them are found in a few institutions. That these steps will have to be initiated and supervised by student deans I have not the slightest doubt. On the other hand if the student dean enters wholeheartedly into a program such as I'm proposing, I have little doubt about the favorable outcome of fraternity-college relationships on his campus.

#### A TEN POINT PROGRAM

**1. An Interfraternity Council.** There are councils and councils. My experience and observation lead me to believe that the best councils always include the Presidents of the fraternities in their membership, if indeed they do not constitute the membership. The Councils, if they are to succeed as we envisage them, must be tied into the general college administration through the student deans' office. Our secret of their success is in frequent informal meetings with the dean as a participant. When a dean tells me that he meets the council twice a year, I assume that the liaison between his office and the council is not significant.

**2. Financial Supervision.** Many deans are finding it helpful to bring together the fraternity treasurers to the end that chapter finances may be supervised. This does not mean that the dean himself must meet with the treasurers, though I judge it is good policy for him to attend their meetings occasionally. This work of financial supervision can be placed in the hands of some member of the business administration department, where such departments exist. In addition to the annual audit there should be a monthly check on chapter finances. In other words, each treasurer should be obliged to present to the faculty auditor a report on or about the first of each month. By the exercise of care in planning and managing the budget the financial basis of the chapters may be assured. If any chapter cannot include a budget in its plans for the year, it is reasonable for the college to insist on help from the national office or the abandonment of the chapter. At no point is there greater need for close cooperation than in these financial matters. While I've not mentioned cooperative buying, I'm convinced the college can aid the treasurers materially insolving that problem.

**3. House Inspection.** Some schools have inspected and, on the basis of their findings, rated fraternity houses. This service is in keeping with item number five of the criteria and in harmony with an Interfraternity Conference resolution to which your attention was called by a letter from the Educational Adviser. I imagine Dean Goodnight can bring the most fruitful experience to illustrate this point.

**4. House Mothers.** The house mother has been the source of merit to the Deans, but notwithstanding the difficulties in procuring the acceptable kind, I submit that the fraternity should be encouraged to locate and employ such a person. I care not a whit for the name. The task she performs and the manner in which she does her work are the important considerations. That a house mother will save to the fraternity more than her stipend has been amply demonstrated on our campus. Her influence on our chapters warrants my enthusiastic support.

**5. Alumni Council or Committee.** A strong Alumni Committee can aid both the chapters and the university in attaining the standards set forth in the criteria. A fraternity must have Alumni support if it is to succeed. The Alumnus may be brought more closely into the program by his association with others in like positions and with the administrative officials. He will naturally be looked to for financial advice and assistance but he should be used in determining general policies as well.

**6. Training of Social Chairmen.** The fraternity is expected to train its membership in matters of taste. The social chairman of the chapter wields a notable influence in this respect. It seems to me some supervision of the social activities of the chapter can be as easily effected in this way as in any yet proposed. It has the advantage of being painless, for the proposal looks toward a discussion with the chairmen in friendly surroundings. This is not a subtle way for the Dean to dictate social policies and program, but it does provide him or one of his assistants an opportunity to influence them in the direction of good taste.

**7. Pledge Training.** The pledge masters are the keys to many fraternity freshman difficulties. I propose that the student Dean or one of his assistants should meet with the pledge masters with a view of working out a more satisfactory period of pledge-training. In spite of all the agitation against Hell-week, there are areas in which it is still a significant factor; and more important still is the hell that some chapters deal out to their pledges for an entire semester. Probably we shall rid ourselves of this practice when we are able to suggest a satisfactory substitute. Some will feel that none is needed. I think many freshmen would feel they were missing something if the chapter did not bear down at some point—and I suppose that is true. The pledge master's council gives the student dean a chance to exercise genuine constructive influence at a very vital point of fraternity life.

**8. Graduate Counsellors.** In schools which place graduate counsellors in chapter houses, it is possible that many of the functions I've been describing might be performed by him. In short, he could bring the counsel of the college in a number of these matters directly to bear on the chapter's conduct. The experience of fraternities with this par-

ticular proposal may be found in the various Year Books of the Interfraternity Conference. While the movement to place proctors or counsellors in chapter houses is relatively new, it does hold considerable promise, provided the man selected is equipped by training and temperament for the job.

**9. Scholarship Chairman.** In chapters without tutors I find a scholarship chairman can serve his fraternity in an unique manner. In conference with his Dean he may work out a program of stimulating his fraternitly scholastically in a variety of ways, such as keeping a careful check on the individual freshmen, arranging graphic representations of individual and group achievement, aiding the student in his learning how to study, etc. Other ways will at once suggest themselves.

**10. An Assistant Dean Assigned to Fraternities.** If fraternities are to have the aid and advice of the colleges and universities that this program contemplates, it will be necessary for some one to give most of his time to that work, especially in the large institutions. That is the plan at Ohio State about which you already have considerable information. We would not place men in dormitories and expect them to develop along these lines satisfactorily without supervision. Give the fraternity similar assistance and I think it will respond satisfactorily.

Here is a ten-point program that rests on real experience. It embodies suggestions which if put into practice will bring results in line with the criteria. I trust that out of the discussion there will arise numerous additional concrete suggestions for our accomplishing the ends inherent in the Criteria.

**President Tolbert:** We thank you Dean Miller and we thank Dean Sanders also, for such a clear and practical presentation of the problem. We have had two very practical talks on fraternity criteria. In some instances, I am sure that you noticed that Mr. Duerr's theory differs from Mr. Sanders' theory. One thing about which a great deal of talk has been done is the financial side of handling fraternities. It is on the financial "rocks" that a great many fraternities fall. We have asked Dean Bursley of the University of Michigan to present his ideas of how the financial side should be handled. Dean Bursley, we would like very much to have you present your paper on this subject, but before the paper is given I recognize Dean Speight.

**Speight:** I move that we send a message to Dean Sanders expressing our appreciation of his paper and regret that he is not with us.

**Turner:** I second the motion.

**President Tolbert:** Those in favor of sending Dean Sanders a telegram of thanks for his paper and regret for not being with us, signify by saying "Aye". Resolution carried.

## Fraternity Finances

By J. A. BURSLEY, University of Michigan

It is only with the comparatively recent past that "Fraternity Finances" have become a problem, or at least a problem of any seriousness. Now there is scarcely a campus in the country, which has fraternities, that does not face the question "What can be done with those chapters that have become seriously involved financially and that, as time goes on, are getting worse off rather than better?"

Up to the time of the World War it was a common saying that fraternity house bonds were gilt edge investments. Defaulting in payment of interest or principal was unheard of.

With the era of post-war inflation and easy money, the seeds were sown for the present harvest of unpaid mortgages, delinquent taxes, creditors meetings, bondholders committees and all the other evidences of unsound financing.

Early in the nineteen twenties a policy of expansion was adopted by many fraternities, and the National Interfraternity Conference had a Committee on Expansion and a Committee on Extension, the slogan of the Conference being "fraternities for all," or something to that effect. In other words, the leaders of the Conference were interested in having the established fraternities expand by starting chapters in colleges where they were not represented, and in further extending the fraternity movement by sponsoring new national organizations formed by bringing together various local fraternities, or groups of young men who wished to "go national."

With the inauguration of this policy of expansion, the competition between the fraternities for new members became keener and the construction of "bigger and better" houses was begun. High pressure salesmanship on the part of enterprising promoters and builders was met half way by the enthusiasm of alumni and actives desirous of having larger and more pretentious houses. These larger houses meant correspondingly larger chapters, as the plan for financing the operation contemplated a house filled with paying members at all times. Little if any provision was made for unforeseen emergencies.

The following examples are typical of the spirit of the times. A. B. C. fraternity bought a house for \$40,000. The down payment was \$3,000, of which \$2,500 was borrowed from the bank on a note endorsed by the real estate dealer who made the "sale". In other words, all A. B. C. actually invested was \$500. Of course the plan provided for monthly payments of a specified amount which if kept up for a given number of years would finally clear the indebtedness. As a matter of fact the fraternity was unable to meet its obligations and in less than three years the original owner was obliged to take back the property in a much poor condition than when the fraternity had purchased it, and to pay about \$3,000 in back taxes as well.

In another case the officers of a fraternity came to see me to talk over the wonderful opportunity which had just been presented to them

by a promoter who had built half a dozen houses on our campus and who was still looking for "new worlds to conquer," or new "suckers," whichever way one wants to look at it. This enterprising gentleman was willing to furnish a \$10,000 lot and to erect on it a \$50,000 palace and turn it over to the boys ready for use. All they had to do was to obtain the O.K. of the University and to sign on the dotted line. He and the public to whom he would sell the bonds to raise the money, would do the rest. When the fraternity was asked how much money they had to put into the project at the start. They replied that they had nothing and were \$500 in debt, but, it was added, "If we can just get this house, it will mean many more new members, and in no time at all it will be carrying itself." The deal was not approved.

These cases might be multiplied many times, but the two cited are sufficient to indicate the spirit of the time. While many college and university officials tried to "put on the brakes" on this speculative mania, their efforts met with little support from the fraternities. In fact, the general attitude was "hands off, let us alone, we can handle our own affairs." This feeling existed not only among the active members, but the alumni as well resented any outside interference, and the general atmosphere at the annual meetings of the Interfraternity Conference gave one the very distinct impression that no help was wanted from the colleges, and that if the officials of these institutions would tend to their own business there would be great satisfaction among the fraternities and their officers.

The results of this era of extravagance in building are now proving to be just what might have been expected. The general economic condition of the country for the past four or five years has been such that the number of students going to college has decreased and the average income or allowance for each student has been materially reduced. As a consequence the supply of fraternity material has grown smaller and the men pledged have less money to spend. In order to meet this situation the fraternities have had to cut the price of board and room, and, even then, in many instances, have been unable to fill their houses. This leaves the treasurer with insufficient income to meet his expenses, with the result that rent is unpaid, bills accumulate, and creditors become impatient. If the pressure gets too heavy, appeals for help are sent to the alumni, generally without much result, as these same alumni are having difficulty in meeting their own bills, and a donation to the fraternity is not to be thought of. Finally, after it is seen that no help can be expected from the alumni or from national headquarters, it is decided to "give up the ghost." The doors are closed, the furniture attached, or sold, the merchants who have extended credit take their losses, the bond-holders, very few of whom are alumni of the defaulting organization, take over the property which they don't want and cannot use, and the fraternity system is dealt another black eye.

One other result of this competition for members in a field where the demand greatly exceeds the supply, has been the pledging of a number of boys who cannot afford fraternity membership. They are told that if they will join the organization they will be given a job for board

or room, or that the pledge fee will be waived, or that payment of the initiation fee may be made on the installment plan, or even postponed until after graduation. Such members are often liabilities rather than assets. The fraternity gets nothing out of it except another name on the chapter roll, and the pledge has the experience of getting something for nothing and of forming the habit of "sponging" on others, for some one has to pay for what he is enjoying, or bankruptcy is in sight for the group.

Of course, it is realized that there are exceptional instances where a fraternity makes special financial arrangements in order to take a boy whom they feel would be particularly desirable, but who could not afford to join under ordinary conditions. Many of these prove to be among the most valuable members of the organization. It is not to such that I refer, but rather to the practice which has developed in some fraternities in the past two or three years of offering board or room jobs, or other financial concessions, to boys as an inducement to them to become affiliated with this or that particular group, even though there is little probability that they ever will or can assume their share of the financial responsibility which such membership should entail.

As a result of the conditions which have been described and in the hope of finding some way of helping the fraternities to meet a critical situation, largely the fault not of the present but of previous generations of active members, an invitation was extended by the University of Michigan in April 1933 to representatives of the National Interfraternity Council, asking them to offer suggestions as to what might be done to improve conditions. The situation was not worse, if in fact as bad, at Michigan as in many other colleges and universities, but we happened to be the first to adopt this particular line of action. The invitation was accepted and in May, a committee representing the National Fraternity Secretaries Association and consisting of Malcolm C. Sewell, Sigma Nu, chairman; Arthur R. Priest, Phi Delta Theta; Maurice Jacobs, Phi Epsilon Pi, and Richard J. Young, Phi Kappa Tau, came to Ann Arbor to make a study of the problem. Dean Edgar E. Brandon, Phi Kappa Tau Miami University, accompanied the committee and took part in its meetings, although not a member. The committee spent a week or more on our campus, meeting with the Interfraternity Council, with alumni and active members of various fraternities, and bank officials, credit associations and officers of the University, and then as a result of their investigation, presented the following report and recommendations:

To the Interfraternity Conference of the University of Michigan, and Executive Committee of the Fraternity Alumni Conference.  
Gentlemen:

A committee appointed by the National Fraternity Secretaries Association has made a general survey of the fraternity situation at the University of Michigan and submits its report to you for your consideration. For the financial stability and welfare of your member fraternities, we recommend that the following requirements be made of each fraternity:

1. An acceptable audit of chapter accounts at the close of each semester.

2. A monthly financial statement.
3. Preparation of an operating budget at the beginning of each semester.
4. Appointment of an adult financial adviser resident in Ann Arbor or vicinity, who is not an undergraduate.
5. At least 60 per cent of active members attain a scholastic grade equivalent to that required for graduation.

Reports as specified above to be submitted to some central agency. We believe that the office of the Dean of Students would be the logical clearing house for the submission of the reports designated, and for which the office would be confidential custodian thereof.

The Judiciary Committee of the Interfraternity Council is the proper body to pass on cases referred to them for action by the central agency referred to above.

\* \* \*

We find that there were 59 fraternities represented on the Michigan campus in the fall of 1932. Since that time, seven of these fraternities have disbanded, and three have given up their houses and are possibly in the process of disbanding. Of the remaining 49 fraternities, there are 21 whose financial condition has been found to be questionable. Perhaps more than half of these could be placed in a satisfactory financial condition through concerted action on the part of their national officers and alumni.

When a chapter of a national fraternity finds that it is advisable to disband and to surrender the charter, we recommend that the national officers release the members with an honorable discharge if so desired in order that they may join another fraternity and enjoy the benefits of group associations during their continued period of college enrollment.

We recommend that your Interfraternity Council request the Dean of Students of the University to communicate with the national officers of fraternities represented at the University of Michigan, inclosing a copy of this report and asking that they take such action as is necessary that their chapter should qualify in the following:

1. Accounts payable for operating expenses covering the past college year, exclusive of rent to their own house corporations, not to exceed \$500; and regarding any preceding operating deficit, to make satisfactory agreements with their creditors for amortization.
2. Property obligations be placed in such conditions that while having due regard for rights of mortgagees, the rental requirements on the part of the active chapter shall not be an amount in excess of the chapter's ability to pay.

\* \* \*

Any standards set up for member fraternities of the Interfraternity Council should also apply to professional fraternities maintaining houses.

We recommend that your Interfraternity Council encourage the use of preceptors in fraternities and that you request the University to offer scholarships in the form of free tuition to preceptors for fraternities desiring to use them. (You will find an explanation of the preceptor system in the minutes of the National Interfraternity Conference for 1932.)

\* \* \*

The purpose of our fraternities is to promote the intellectual, character, and social development of our members. In fulfillment of this purpose, fraternities should become an integral part of the college and be recognized as a constructive influence in college education.

Respectfully submitted,

MAURICE JACOBS  
RICHARD J. YOUNG  
ARTHUR R. PRIEST  
MALCOLM C. SEWELL

The Interfraternity Council held two special meetings for a careful and thorough consideration of this report and then unanimously adopted the five requirements recommended by the committee, viz:

1. An acceptable audit of chapter accounts at the close of each semester.
2. A monthly financial statement.
3. Preparation of an operating budget at the beginning of each semester.
4. Appointment of an adult financial adviser resident in Ann Arbor or vicinity, who is not an undergraduate.
5. At least 60 per cent of active members attain a scholastic grade equivalent to that required for graduation.

It accepted also the further recommendation of the committee and selected the office of the Dean of Students as the place where the financial reports were to be filed.

No action was taken by the Council on the committee recommendation that the national officers of fraternities be asked to take such action as might be necessary to insure that their chapters observe the following requirements:

1. Accounts payable for operating expenses covering the past college year, exclusive of rent to their own house corporations, not to exceed \$500; and regarding any preceding operating deficit, to make satisfactory agreements with their creditors for amortization.
2. Property obligations be placed in such condition that while having due regard for rights of mortgagees, the rental requirements on the part of the active chapter shall not be an amount in excess of the chapter's ability to pay.

In conformity with the action of the Council, budgets and monthly financial statements were filed last year by a large number of the general fraternities. The list filing budgets at the beginning of the first semester and financial statements in October was practically complete, although it must be admitted that in many instances, the documents themselves were far from complete or satisfactory. A number of the treasurers or house-managers frankly said that they had never had a budget and had no idea how to make one out. Some scarcely knew what the word meant.

No particular effort was made by the Dean of Students to see that the monthly financial reports were submitted regularly, as it was felt that, as this whole plan was one sponsored by the Interfraternity Council, the function of the Dean of Students was to cooperate with the Council in the administration of it rather than to act as enforcement officer. As a result the number of fraternities submitting these monthly statements decreased as the year went on so that by June, only eighteen reports instead of fifty-one were filed, and these were almost entirely the ones submitted by two concerns which make a business of handling fraternity accounts.

Early in the summer of 1934 a meeting was called of certain administrative officers of the University and representatives of the Fraternity Alumni Association of the University of Michigan for a general consideration of fraternities and fraternity affairs at Michigan. One of the most important subjects discussed was the financial condition of many



of these organizations. The experience of the year just ended had shown two things very clearly,—first, that the Committee of Fraternity Secretaries had been 100 per cent correct in their diagnosis of the situation and in their recommendation that regular financial reports be required from the fraternities; and second, that some more effective means of carrying out these recommendations must be found. It was evident that the Interfraternity Council had no means of enforcement, particularly as it represented only the general fraternities while the recommendation applied to professional groups as well; and it was also clear that if left to the organizations themselves, many would fail to file their reports, and, generally the delinquent ones would be those most in need of “setting their houses in order.”

As a result of this meeting, the officers of the Fraternity Alumni Association were asked to submit to the University suggestions and recommendations as to ways of improving the general fraternity situation. A short time later the Policy Committee of the Association filed a report with the University in which it recommended among other things that:

1. An alumni financial adviser shall be appointed immediately for each fraternity.

- a. This adviser shall reside in close proximity to Ann Arbor.

- b. This adviser will confer with the Dean of Students not later than August 1, 1934, for the purpose of familiarizing himself with auditing plans, the monthly reports and any other pertinent facts that relate to the proper functioning of a financial adviser, and particularly to the facts surrounding his own fraternity.

2. No fraternity will be allowed to open in the fall of 1935 whose current unpaid accounts exceed \$250.00.

Further meetings were held with the alumni representatives for discussion of their report, with the result that late in the summer the University adopted the following:

#### **Financial Standards and Regulations Applicable to Fraternities and Sororities**

(1) a. Fraternities—On or before Nov. 1, 1934, each fraternity shall appoint an Alumni Financial Adviser who shall reside in or near Ann Arbor. As soon as possible after his appointment, the Adviser shall confer with the Dean of Students, for the purpose of familiarizing himself with the auditing plans, monthly reports and other features connected with the duties of the Financial Adviser, and particularly with reference to the situation surrounding his own fraternity.

This Adviser shall be responsible for seeing that the fraternity submits to the Dean of Students (1) an operating budget for his fraternity at the beginning of each semester based on the number of students then in residence in the house; (2) a monthly financial statement; (3) a monthly balance sheet; and (4) an acceptable audit of the chapter accounts at the close of each school year, each of these reports to be countersigned by the Adviser.

b. Sororities—On or before November 1, 1934, each sorority shall appoint an Alumnae Financial Adviser who shall reside in or near Ann Arbor. As soon as possible after her appointment, the Adviser shall confer with the Dean of Women, for the purpose of familiarizing herself with the auditing plans, monthly reports and other features connected

with the duties of the Financial Adviser, and particularly with reference to the situation surrounding her own sorority.

This Adviser shall be responsible for seeing that the sorority submits to the Dean of Women (1) an operating budget for her sorority at the beginning of each semester based on the number of students then in residence in the house, and (2) an acceptable audit of the chapter accounts at the close of each school year, each of these reports to be countersigned by the Adviser. Monthly financial statements and monthly balance sheets may be requested by the Dean of Women whenever she deems it advisable.

(2) Beginning with the fall of 1935, no fraternity or sorority shall be allowed to open if, on July 1 of any year, its unpaid accounts receivable from the members active at any time during the college year just ended exceed a total of \$200, or its unpaid accounts payable for the year immediately preceding exceed \$500. Exceptions to this rule may be made only by a committee of three consisting, for fraternities, of a representative of the University of Michigan Interfraternity Alumni Conference appointed by the President of the Conference, the faculty member of the Executive Committee of the Interfraternity Council and a member of the University faculty or administration appointed by the Dean of Students; for sororities of two members of the Executive Committee of Pan-Hellenic, and a member of the University faculty or administration appointed by the Dean of Students.

In order to reduce to a minimum the time required of the treasurer to make out the semi-annual budget and monthly financial statements called for by the Regulations, special forms have been drawn up, copies of which were distributed as Exhibits A and B.\* Before deciding upon these forms, every national fraternity with a chapter at Michigan was asked to submit a copy of the blank which its chapter treasurer is required to fill out when making his financial report to the national office. Then our form was made up by taking the various items which appeared on the large majority of the blanks submitted to us. The result has been to give us a blank which our accountants tell us can be filled in by a treasurer in from twenty to thirty minutes, if he has been keeping any kind of a set of books. If he has not, it will take him longer, and I have no hesitancy in saying that I am afraid that for the first month or two, some of our treasurers are going to have to do more work on their books than they anticipated when they took their jobs.

The new forms have just been put into use, and the first budgets and financial statements received. They show that there is still much work to be done in educating the treasurers, but we are ready and willing to give the time necessary to help them learn and they seem to be anxious to do their part.

The purpose of the reports is three-fold:

1. To insure that the financial officer will have an adequate record of his stewardship of the funds of the fraternity;
2. To be certain that sound business principles are being applied to the management of fraternities;

---

\* Copies of these forms may be secured from Dean J. A. Bursley, University of Michigan, Ann Arbor, Mich.

3. To provide a basis for the formation of future policies in the fraternity.

There is one further step which we are considering at the present moment and which I hope to see adopted in the very near future. This is the enactment of the following regulations:

Beginning with the college year 1934-35, no student who is in arrears to his fraternity or sorority for board or room or both shall be given college credit for work done during the preceding semester or be allowed to take the final examinations, to re-enroll the following semester or Summer Session, to transfer elsewhere, or to receive a transcript of record until his or her indebtedness has been cleared up, provided such action is recommended by the Financial Adviser of the group and is approved by the Dean of Students for fraternities and the Dean of Women for sororities.

It should be noted that this does not provide that credit shall be withheld automatically from all members who are in arrears for board or room in fraternity houses, but merely makes it possible for such action to be taken "upon the recommendation of the Financial Adviser of the fraternity and the approval of the Dean of Students." In other words, the final authority rests with the University and before a fraternity can expect to receive any of the benefits which may accrue as the result of the passage of the resolution, it must have shown a real and genuine willingness to cooperate with the University in bringing about such improvement in its affairs as may be necessary to make it an organization which is an asset and not a liability to the University.

In the opinion of fraternity officers, alumni and active members, these steps which the University of Michigan has taken in helping the fraternities to put their houses in order financially cannot fail to be productive of much good, and we offer what we have done and are doing as one concrete evidence of our readiness to cooperate with these organizations in the practical application of the "Fraternity Criteria."

**President Tolbert:** Thank you, Dean Bursley, Now gentlemen, I think we have heard three of the most definite, concurrent and interesting papers that we have ever heard on the fraternity situation. We have about an hour left for discussion. Dean Cole suggests that so much has been said about fraternity criteria that it may be that some members here have not read that paper or others have forgotten the contents of the paper. Then we will ask Dean Miller to read the main part of the paper again.

(The Criteria were read again.)

**President Tolbert:** The question is open for discussion and I am sure there is lots to discuss.

**Cole:** Mr. President, just one thing on Dean Bursley's paper. He gives a regulation and then says he has a way to get around it. For instance, these requirements to hand in these financial statements at the end of the month. I believe I gathered that the Financial Adviser can get the Dean of Students to let them off from handing in that paper. It seems to me he must hand it in so that the individual who owes the chapter may be given additional credit.

**Bursley:** That has not been adopted by the Regents. I am a little afraid that they won't adopt it. They have not done so yet. That was simply for the individual. It provides that if an individual did not pay his room or board, credit might be withheld. But that has nothing to do with these reports.

**Cole:** What is the penalty?

**Bursley:** We have not set up any penalty. When the plan was first adopted the fraternity was allowed to hand them in. Practically everybody handed in reports. Now, this thing has been made a universal regulation and were submitted to the fraternity treasurers before final adoption. They agreed to it. Now every month this report comes in, and a young man in the office helps any treasurer who needs help. -One fraternity—this was during prohibition days—had an item of income of \$200 for the month for milk and eggs. We did not quite understand that. We asked the treasurer to come in and explain. He explained that they charged extra to those boys who had milk and eggs after 10 p. m. at night.

**President Tolbert:** Mr. Duerr you heard Dean Sanders and Dean Bursley where they seem to have disagreed with you.

**Duerr:** It seems to me that all the University of Michigan is requiring is that the fraternities shall do business in a business-like way. I do not take it that the University of Michigan is to do the work that the undergraduate ought to do. They are merely seeing that that work is done. I am in absolute harmony with that, especially as to the enforcement of the penalties.

**Reinow:** I am going to submit a resolution which in my judgment, humble though it may be, is the key to the situation. One can't look back over 23 years of work with fraternities and for fraternities without having gained something of experience and even of wisdom. I think most of our experiences have been quite similar to Dean Bursley—that where the thing is left entirely to the initiative of the chapter without leadership and without continuity, the fabric splits to pieces. We have come to the feeling that a system must be devised whereby we can develop something of continuity in business administration. I want to present for your discussion, I hope for your approval, this resolution, namely: "That this meeting of the National Association of Deans and Advisers of Men, heartily approve of the establishing of a system of counselors in fraternities and sororities, the expenses of which in part or in full shall be borne by the institution."

I realize that it is quite desirable that a resolution of that kind should be elaborated on. It can be made the basis of a thousand and one objections, but the fundamental point is that it will give some moral support to those who wish really to aid and assist fraternities in a constructive way. I am not convinced that fraternities are inherently wrong, but I am quite convinced that they do some very wrong things. I do not believe that these criteria that were sent to the fraternities were passed up by some fraternity men simply because they did not understand them, but because they did not wish to be bothered with enforcing them, and because enforcing them would destroy their liberties, and

isolation and independence that Mr. Duerr spoke of. I had thought that we had solved a good many problems. It had only just been a sort of passing spasm, however, because a new generation had come in, which is wasteful and which is destroying fraternity fidelity. We all agree with Mr. Duerr that fraternities can be made a wonderfully vital factor on our campus. We have been, during the entire period of this organization of Deans of Men, playing tiddley-winks with this problem. We have advocated many of the liberties which now have risen up to destroy, and in my judgment unless we take a more constructive course, this thing, which we call for lack of a better term, a "depression," is going to see the end of a good many of these groups. A fraternity is not good simply because it is a fraternity. It is good only in so far as it lives up to these things that Mr. Duerr spoke of.

I believe that a system of personal counselors should be the liaison movement between the office of the Dean of Men and the groups. They should be men of vision, character, scholarship, of interest in young men, with the desire to help and aid. They should not be disciplinary officers in any sense of the word. They should be helpful, not dictatorial, and I believe that with a system of that kind we may achieve some of these things we are hoping may save these organizations and help them solve the question. I move the adoption of the resolution.

**Armstrong:** Second the motion.

**President Tolbert:** I believe it would be better to refer it to the Resolutions Committee for a report, or would you prefer to have it discussed here. Does someone care to discuss Dean Reinow's motion?

**Turner:** I would like to ask one question. Should the expenses be borne by the institutions?

**Reinow:** In part or in full.

**Turner:** In part or in full? Why so?

**Reinow:** First, because I think it would help the University or college to share the burden which I believe the fraternities are not in a position to assume. Secondly, I believe that the fraternities, being a part of their dormitory system, are entitled to as much consideration in the way of help as we are now giving to our dormitories. We spend thousands of dollars a year to see that proper counselors are provided in our dormitories. But these fraternities have been left to shift for themselves. I do not see why the universities should not have as much concern for the welfare of seven or eight hundred youngsters who go into fraternities as the same number who would go into the dormitories. What it would amount to would be board and room, and if we were to pay one-half of that I believe the fraternity would be more than willing to meet the other half of it. That would be a slight source of income to the fraternities. It would tie up more closely with the groups and share some of the responsibility of those organizations.

**Gardner:** I move that this be referred to the Resolutions Committee.

**Cole:** I second the motion.

**President Tolbert:** We will first vote on the question as to whether or not we will substitute this for the motion. (A vote was taken and the motion was carried.) Then it is substituted.

Now, those in favor of the second motion. (A vote was taken on the substitute motion and it was carried.)

Is there any further discussion? We had, as I said, three of the best papers I have ever heard on this question. Mr. Duerr offered some different reasons why the criteria will fail, if they fail. I think we are going to find that it will succeed. Dean Bursley gave some excellent concurrent ideas of handling one of the phases of the criteria—the financial side.

**Reinow:** I wish Dean Bursley would tell us what the reaction of the fraternity groups were to this step that was taken some time ago. I think Dean Bursley will remember that I sent him a copy of a letter which I had written in reply to a letter which I received from the "Daily". Perhaps some of you received that letter. Reading between the lines, it seems to me I could discover an effort on the part of the "National Daily" to criticize the action of the Administration of Michigan in handling this matter, and I wrote my reply accordingly, and sent a copy to Dean Bursley.

**Bursley:** I saw the letter and all the replies that were received to the inquiries that were sent out. I don't think that that was caused by any spirit of oppression. The President had announced he was going to speak to the fraternities at a certain time and they sent out the letter not knowing what the President was going to say, but wanted to be, perhaps, ahead of time. They sent out inquiries and received and published them on the day before the President spoke. Since then, nothing has been said about the letter. The fraternities so far as I know, have offered no objection to this plan of requiring the financial report. Some think it is hard work, and it is, for some. Others have no difficulty at all. But, as I said before, we have a young man in the office who is ready and willing to help any student treasurer and I think in a short time the matter will be ironed out. I think there may be some trouble this summer because the penalty goes into effect then. The resolution provides that if a fraternity has over \$200.00 bills receivable and \$500.00 bills payable, it cannot open up next fall, unless exception is made by this special committee. That does not take into account the money which was owed by the fraternities prior to the first of last September. It is not retroactive at all. If they are unable during the current year to come within \$500.00 of paying their debts, they are likely to be closed up.

**Smith:** I would like to ask Dean Bursley a question. He referred to the matter of holding up credits for non-payment of bills to organizations. That matter was to be referred to the University of Michigan Regents. Was the whole plan also approved by the Regents?

**Bursley:** It was all referred to the Regents in the fall. They disapproved that particular section and referred all the rest of it back to a faculty committee as they felt that that committee should handle it. Then the Committee simply put it into effect. We are trying again to get the Regents to reconsider and accept and adopt it.

**Corbett:** Will university classroom credits be refused for non-payment of bills?

**Bursley:** We might do that at the present time if a student is in a

university dormitory and owed any money to the university at the time of the final examinations. They would not be allowed to enter the examinations if it is over \$5.00. We are putting the fraternity on the same basis as the dormitory so far as it applies to board and room, provided it is recommended by the Financial Advisers and approved by our office. It is not made automatic at all. But if the fraternity adviser recommends it and the fraternities have been cooperating with the university an exception might be made.

**Reinow:** Can you trust the fraternity advisers and other groups to determine which students they want to have suspended because of that?

**Bursley:** I can't answer that, because we have not tried it. Fraternity advisers are all alumni or faculty members.

**Cole:** What do you do in the case of a woman running a rooming house?

**Bursley:** We will presently have a resolution in effect for rooming houses.

**Reinow:** There is just one point where I felt that we ought to make issue with the problem of collecting bills. There is a very distinct difference between the student who goes down to a clothing store and buys a suit of clothes and a pair of shoes, neither of which he needs, where the man who sells it ought to be responsible for the credit he gives, and the woman who runs a boarding house, where she accepts this person as a bona fide boarder because of his status as a student.

**Bursley:** Prior to this year I have felt as you do. I felt the university should do nothing towards collecting bills. But now we are requiring a financial statement each month. We can see what the conditions are. They also have to notify us each month as to which of their own members have failed to pay their bills. With this information we have certain obligations which we did not have before.

**Park:** We have been trying to think through this question relative to debts for room and board and come to the conclusion that room and board being a necessity, we insist that students take care of their just obligations in that. We will withhold credits from any fraternity man, or from those rooming in any recognized house for such obligations. That gives us some authority over the landlady. If they want that service from us they must be on the recognized list. We have as a matter of fact, at the close of each quarter, from 100 to 110 such requests coming in. It finally boils down to six or seven. But by the time the next quarter is over some settlement has been made. The actual number of persons whose credits have been withheld is very small.

**Reinow:** Have you ever withheld credits?

**Park:** Yes.

**Reinow:** Any entanglements?

**Park:** No sir. Our president is a lawyer himself and he is convinced that we can stand trial at any time on that particular issue.

**President Tolbert:** It is now 4 o'clock. The meeting will adjourn until 7 p. m.

THURSDAY EVENING SESSION  
VENETIAN ROOM, FOSTER HALL, L. S. U.

February 28, 1935

**President Smith:** Ladies and gentlemen: It is with peculiar pleasure that I present this first speaker on this program, and with apology that I present him before you have finished your dinner. Senator Long is very busy, and there are a number of people waiting for him now, and I think he has been generous to agree to speak to us.

I want to say this. Four or five years ago while Senator Long was Governor of Louisiana he saw the need of a medical school and he set out to get it, and within a short time a medical school building was built—in the period from March to October. The school opened its sessions and at the end of 18 months had been approved by the American Medical Association as an A-1 institution. Recently he has seen the need for the State to take part in providing Dental and Pharmaceutical education. And no quicker seen than done. A building project, which when added to the medical school will in reality create the Louisiana State University Medical Center, has been begun. The center will be composed of the Medical school, the graduate school of Medicine, the school of Dentistry, and the school of Pharmacy. That building will cost something—I believe we decided not to say what. It will be fourteen stories high, and when added to the present medical school building in the City of New Orleans, will constitute one of the units of the Medical Center.

In addition to these things during the past four years, improvements on this campus have been marked. This part of this hall was constructed. The Music and Dramatic Arts building was built at a cost of \$750,000.00, being the most complete unit of its kind in the country. The Women's dormitory was constructed in the summer of 1932. The Field House and Recreation center was constructed. The stadium was enlarged. I will ask you to look at it tomorrow.

And now we are in the process of constructing an Arts and Sciences building, which is just across the way. Student enrollment increased from 2,200 to a total of over 5,000 this year, with about 4,500 (4,469 exact figures) on this campus. The remainder of the 5,223 are at the Medical Center in New Orleans and the Northeast Center in Monroe. The increase in appropriations has been more than double because the increase in student attendance has been more than doubled.

I learned today that while the Legislatures of forty some states met in the spring—January, February, March—we are not to be outdone. We had a meeting of our own Legislature this week. We had promised to show you a good many things in Baton Rouge, but I did not know that we would be able to show you our Legislature in actin. The Legislature in the past three months has appropriated or will appropriate to the University for building and maintenance purposes something like a million dollars a year, which, added to the appropriations in the



past years, gives approximately \$2,700,000.00 a year for building and maintenance. I believe that the Louisiana State University ought to render a good piece of service for this expenditure of public money, and I believe that it ought to recognize the personality that has made this growth and expansion possible. I can say with all degree of frankness that without the tremendous force of Senator Long, acting as governor and then in the capacity of U. S. Senator, and now as a member of the Board of Supervisors of the University, who has thrown his influence, power and energy toward building up this school into an institution of a high class type of educational service, such would not have been possible. And in conclusion, he, who has thrown his influence, power, and energy into an institution of a high class type, asks nothing more than that it render a service appropriate to that type.

**Senator Long:** Mr. Chairman, Ladies and Gentlemen: I want to thank Dr. Smith for his kind remarks. He has introduced me in many capacities, but the capacity in which I act is not as a United States Senator, and not as ex-Governor, and not as a member of the Board, but as a politician. I am the state's most abhorred politician. I met the Doctor for the first time a number of years ago. When our old president had sent me word that he would not be able to serve much longer, we were going through a number of things here at the time, and the Governor was looked upon as the man who would select the new president. I took a little look at L. S. U., a very old and renowned institution. I think we had an income of around \$800,000.00 a year from the state, and I think a couple of hundred thousand from the Federal Government, but in order to get the two hundred thousand we had to spend about two hundred thousand, and that left six hundred thousand dollars.

We tried to find out where the man for president of L. S. U. was, and we were convinced that the smartest men were not in the state. We did not want the smartest men. We were convinced that the most beloved men were not in the state, but we did not want any beloved men. I said, "Where is the man whose hide is as thick as an elephant"? One fellow said, "Over in Lafayette there is a fellow—came up from Jackson Parish—name's Jim Smith." I said "Let's get him to come over some time next week." Dr. Smith and I had some little conversation that has never been recorded possibly. I said "I want to take you on the prettiest ride you've ever been on. I have been called everything on earth. I am immune. I said you can hide behind me for a while, but finally they will begin chunking brickbats at you. I am going to get the money and you are going to spend the money." We started out. We needed so much money that if we had asked for the money we needed we would have started a revolution in the school circles in this state as well as in all other circles.

We undertook to get some money. I was head of the Board of Supervisors and I appointed a Highway Commission. The Highway Commission had \$1,000,000.00. We did not have any money. We figured out a way to get hold of that money. We made a sale. Every time the university moved out of a building, it turned around and made a sale of that building to the Highway Commission. I have always believed in

keeping any university absolutely clean and pure. I wrote up the credentials for Dr. Smith to present to the Highway Commission and I wrote up credentials that the Highway Commission was to present to them and they met and made a deal. But at any rate, we started out with \$1,800,000.00. In the meantime they voted \$5,000,000.00 to build a capitol. I said, "I think we can get some of that money." We decided that the university would sell the State a site for the capitol for \$350,000.00. Then we started out with \$2,150,000.00. They filed five or six law suits against us. I was too big to be sued, so they jumped on the president and brought a suit. I told him to keep on building the buildings and I would keep the suit off. He said, "What is going to happen?" I said, "Have you ever heard of the man who went in to buy a drink? He took a drink and then said 'Charge it'. The bartender said 'Wait a minute.' And then he said to the boss, 'Is Casey good for a drink.' And the boss said, 'Has Casey had the drink?' The bartender said, 'Yes.' 'Then', said the boss, 'Casey is good for it'."

We found out that winning a law suit one way is just as good as another. We spent the money and then the court tried the case. The court would not maintain useless suits, and we got the money. We are now getting over a million dollars. We had to float a constitutional amendment to get that. All in all, we finally crept up. We have lots of trouble but I think tonight that our annual revenues are somewhere like \$3,000,000.00 a year, in addition to what we have had. This is some difference between seven and eight hundred thousand dollars. Some of you boys who have heard the publicity and who have read the accounts can blame Dr. Smith for 95 per cent of all my trouble. I am a politician. I am not an educator. I don't know the names of five members of the faculty here. I think that is to my credit. If I thought it was against me, I would not have made the statement. I am the proposer in Congress, and in this State, of what is known as Limitation of Fortunes, or Share the Wealth, and as part of that program I have undertaken to expand educational facilities.

I was at the inauguration of Dr. Smith, with a great number of educators among whom was Dr. Bizzell of my old university. I recollect Dr. Bizzell saying that night that the problem of having facilities for those seeking a college training was becoming acute and the colleges were going to become selective. I have since that time expanded on my program in Congress. The next time we meet I think those troubles will be over and it will be the law. I say this quite confidently because very few things I have ever advocated as far back as five years failed to become the law. I expect the program to be carried out in Congress where the additional facilities will be from six to ten times more than they are now. I have really stated what we all know to be a correct principle: that the education of the youth of this land should not depend on the financial capacity of the parents, but the capacity of the student to absorb. I think everyone has the ordinary mentality to absorb something. I have never had a college education. I believe if we teach these youths something there are going to be less people in the CCC camps. I believe that at a child's birth he should have the right to education, through

high school, college and into vocational training. It is something to which every child is entitled. I expect to see this program grow by leaps and bounds. But I have begun to advocate such a severe expansion in education in this country that it will mean that the youth of this land would arrive at an age, averaging around 21 or 22 years, fully equipped in a vocational or professional line. That is going to be one of the greatest means of ending unemployment. It will guarantee a genuine education. I have never asked educators to champion this program. A big capitalist came to see me about my program. He said he had come to see me to talk about it. He said that he spent millions of dollars a year. I told him that I knew he did, but that I did not want to take my time to talk to him. I said, "I can explain my program to a section hand on the railroad and he see it, but you are too educated. I would rather have the section hand than you. You are too educated."

Every one of us who have devoted any time and expense to studying become more or less convinced in our own ways and we also become rather involved. I learned as a "drummer" that if we had a problem among the oil mills it must be involved. I had a man over in Rigby, Alabama, who proved that to me. I said to him, "I am selling Faultless Starch at \$2.60 a case, freight paid. How many cases do you want." He said, "I don't want any." I went around to the corner and around to the other merchants in town, and I went back to my friend. I said, "Mr. Nabors, I have a deal. I will sell you ten cases of starch for \$2.75 a case, less 2% cash and 5% trade discount. He said, "I believe I will take that deal." In other words, as Shakespeare tells us, direction to some minds must be reached by indirection. Some day I want the colleges in this state to be enthusiastic and interested in what I am saying, so I am starting from the bottom up. I would like to see the colleges carry out one of their greatest functions. There are many people waiting for the chance of an education in the land, and the larger portion of our boys and girls are never given the chance they dream of. I wonder if this particular scheme of mine might not some day become effective. I had an idea some day we would classify these boys. I could learn algebra, but when I got to geometry, I could not learn it. I could not learn about angles and those things. I could understand literature and rhetoric. I thought some day when a man got up on mathematics to where he was more proficient in that, he should not be compelled to study something else. I have imagined lots of things about education in my own mind, because I know nothing of education. But I would try to guarantee that at a child's birth there would be some way of giving him an education. I would see that when he comes into the world, he would have the opportunity of a college education and vocational training. Then comes the politics. I know that educators have been taught to leave out politicians in education. I have read in the papers that it is a curse to have a great university like the University of the State of Louisiana under the heels of politicians. Where would the university be if it were not for them? What I hope you do is go to your state and get hold of your politicians, and make them spend the money to educate. Get every dime you can.

We found in our state about 75% of the people never had been trained for vocations. We are building down here at the Louisiana State University a building for that purpose. It will be fourteen stories high. We have already an eleven story medical building. But there is a bigger thing than that, and that is that we are giving this particular part of the state medical treatment in this building.

The only way to get these things is to harness the politicians. And to harness the revenues, and see that they go into education and that the people are educated and trained, and it will do a great deal of good.

**President Tolbert:** If you have finished your coffee, I would suggest that you square your chairs around so you will not have to "goose neck" too much. I am sure that we all agree that we have been given one of the most beautiful settings for our annual banquet that we ever had. I am quite sure that there is not any place in the country where you can get the type of coffee you had for supper tonight. Those of you who back off for fear it will hurt you, I say authoritatively that there is less harm and less indigestion in that than there is in some weak coffee.

It was a delightful surprise to have Senator Long here tonight. I am quite sure that the things he said have met with responsive acclaim. I think that any man who can get the magnificent set up that you have is very much to be congratulated. We are not accustomed to spending money very much. That much money scares us. You could buy the whole state of Florida for what you people spend here. We are glad to know that your quarters are so magnificent and with so much promise. I would like to help you spend that money.

The highlight, ladies and gentlemen, of our annual meeting is the banquet which we hold with Dean Coulter, dean emeritus, whom most of us think of as a kind of father, counselor and director. One in whose example we find a good deal of comfort. One who has remained calm and lovable in spite of all the things that happen to deans of students. He gives us a new start, a new spirit of feeling and confidence. I know that every dean here who has heard Dean Coulter has gone back a very much better dean than he was before. I take pleasure in presenting Dean Stanley Coulter of the world at large.

**Dean Coulter:** Mr. Chairman, Mr. President of the great University of Louisiana. I was rather embarrassed by those flattering words of the president of this august association. I feel very grateful for them, for they denote that pretense means a good deal. Perhaps it is a pretension. Intellectually, I am a little disturbed because I know so much was not true, but I hope you did mean them.

I have the attitude of mind a good deal like that lady in New England. She had wealth and beauty and boasted an ancient lineage. She was thirty-four years of age and she had not married, and that in a New England town was almost a disgrace. However, when one spring she returned to her native village from an extended trip, she noticed the people seemed to look at her with different eyes. Instead of being looks of half pity, they seemed to be those of unconcealed admiration. Wondering, she walked on and was suddenly greeted by a friend who said, "Mary, I want to be the first to congratulate you. There are rumors all

over town that you are engaged." The lady straightened herself up and said, "Jane, there is not a word of truth in it, but thank God for such a rumor."

This is not a very old organization but I think I have seen nearly three generations of deans in it. First a group of deans that contented themselves to teach their classes day after day, and did the deanly duties as a sort of side line. They were willing, and when the university grew a little, extra duties were put upon them. They did not have any theory about it. Some way or other they were trying to humanize the university. The universities were growing with such tremendous rapidity they got beyond the power of the average president and he passed the buck to the most available men in his faculty. In the early meetings we talked around the table just as you do not but we had fewer set papers.

Then there came a new collection of deans. Every large university had a variety of deans and there was no college so small that it did not have at least one or two. We old deans had deaned naturally because we could not help it. Most of us had been doing that work without knowing it. Sometimes the alumni got excited and said "We want a dean." But he still went on teaching.

The new ones came in and that office of dean began to be an office of dignity, so they began to make a set up. They had card catalogues, and files of this and that; also, sets of mechanisms and gadgets which made the work impressive. I sometimes come into a dean's office and see records that have gone back for ten years. They were there and the thought was this: if after ten years a student should come back and apply for admission, you could go back and find reasons why he should not be admitted.

As time went on the deans began to assume more duties. They had nothing to do with vocational training at first. Then they took in a little bit of vocational training and personnel, later adding placement duties, orientation tests, and so forth, until some of us who are older in the work wondered if they could carry these added duties. We had the attitude of the man who owned a little Bantam hen. One day his wife saw him putting some eggs under the little hen. They were big eggs. He slipped one under, and then another, and so on until finally he had put twenty-four eggs under her. His wife said, "Why are putting so many big eggs under that little hen. She can never cover them?" He answered, "I know she cannot, but I like to see the little thing stretch herself." I think that is the way we feel about these young deans. Whatever you may accomplish, it is fun to see you stretch.

After all, this office of deans is one of the greatest offices in the world. I thing, as I look back over my somewhat brief life that society demands the fullest and best that lies in a man who is charged with this work. As I realize that none of their files and methods really hit the heart of the matter. They may, of course, simplify the work in some way, but after all you cannot perform the office that the dean of men has to perform by any type of mechanical methods. I am not asking that these methods change. I think it is a pretty nice thing. I think a good many of the deans go in and pour over their card catalogues to

see if there is not something that they can do. When you do not have a card catalogue, it is strange, really, how many things you can forget. When you do have a card catalogue you will find too many things you must remember. It is a wise dean who can forget. This is human. This work is not something that can be handled by card catalogues.

The problem is just the same now as it was 25 years ago when Dean Clark began his work at the University of Illinois and gave to those of us who followed him so much inspiration and guidance. The dean of men is really a man who can speak heart to heart with the students; upon whom the students instinctively feel they can call in their deepest trouble. The dean has that method of approach. It is more or less within him in some sort of way and comes spontaneously with the approach of a boy, an insight into that boy's character and nature. It is a sort of indescribable thing, is it not? A sort of indescribable thing that you can see into the boy's mind not with the eyes of an old man but with the eyes of understanding and realization of his problems as he cannot realize them. That is largely instinctive in hearts. It can be cultivated within certain limits, but it is largely instinctive. It is of being continually young with the young. Unless you are, just as soon as the years begin to tell upon you and unless you can escape little tyrannies, and little bits of dictatorism, you will never reach what you ought to reach and what you wish to reach as deans of men.

When we began our work, whatever title it might have, we all had certain high ideals of what our work was going to do, especially of the revolution in the manner of life of the student body of the university in which we worked. I presume that after years went on and other details were added, and other interests, we began to lose heart and wonder whether or not it was one of those jobs that human beings found, in which one day was exactly like another day. What we want is to have given us the courage of our soul's high vision—though its fulfillment here we never see. The true dean is one who has the courage of his soul's high vision, although he realizes that never in the natural order of things will he see it come to its full realization. Somewhere out of this vast army of school teachers you have been selected as being particularly fitted to guide these young men and women to their high goals, and I think it is going to come because of your personality. I think that the personality of the dean counts for more than anything else. This is a changed world. A tremendously changed world. We are not dealing with a changing world, but with a changed one. You are not dealing with the youth who is trying to adapt himself to a changing world, but with the youth who has adapted himself to a changed world, into which we have not entered. Most of us are still living in another age intellectually, or at least we feel the drag of our former thoughts in the horse and buggy days. However, these men and women know nothing of the horse and buggy days, and of gravel roads.

To show how the drag of the thoughts of the past get into our future and control our characters and that we are living in a different age, I recall this incident. There was a dean with whom I was well

acquainted, who had a son in college. The son, after a dance, wanted to go with a young man and lady to a neighboring town to have breakfast. When he spoke to his father about it, his father said, "Yes, but get back in time for class." The boy went, of course, with the other parties, but he did not get back until 8 o'clock. His father said, "Where were you?" He named the city to which he had gone. His father said, "Why that is over 80 miles away. What do you mean by going that far? When I said you could go, I certainly did not mean that you could go half way across the state. Your mother and I used to go to breakfast after dances, but never that far." The boy looked at his father for a while, and said, "Well, Dad, you went as far as you could." The father had never realized that the boy was in an age that did not consider that such a drive was a wild drive.

By some method we must adjust ourselves to this new age. We are dealing with students, and we must live in the same age in which they live. We must be able to feel the same thrills and to keep that feeling so alive that it really burns with every interview with every student. I sometimes think that deans are not very smart after all. I was not when I was trying to be a dean. I then felt that I was dealing with conduct rather than character.

The students of today are thinking more deeply on subjects of great importance, of greater significance than they have in any of the previous decades, in the last 40 or 50 years. They are thinking in the new terms. You will remember that perhaps up to 1929 there was no need for the young man to do anything but walk along the highway of life and take whatever good viands were offered to him. The superintendent of a great enterprise, along in May, would go to the schools to pick out the best of the college students in the various courses of study to give them positions. I have known men to go out of the university after graduation without any preliminary training and get positions at \$3,000 or \$4,000 a year. I have known them to be making \$5,000 within two years. How could you develop self reliance when somebody came there and handed them positions and usually a position very much better than their fathers had had when they were 40 or 50 years old.

Then suddenly that whole structure disappeared, and we are training engineers and chemists and physicists for positions that do not exist, and we went on doing that same thing, saying things would come back. Now if you begin to listen to the conversation of young men in colleges, in especially the upper classes in college, you begin to find they are talking new terms. They are beginning to realize that no longer the world is going to hand them these positions which in the past seemed so desirable. They are realizing the fact that if they win they must win through their own effort, the fact that they have to create new enterprises—new jobs, into which they expect to enter. Yet they are beginning to see differently.

We cannot cash in upon the past. All precedent has disappeared. We are in a new age and are pioneers in that age, and I have been surprised to discover how really deeply they think and how very clearly they see the new order of things, that lie beyond them. They have more

readiness, it seems to me, to undertake to fit themselves for any task and to develop in some sort of fashion intellectual power, an acute insight and a good judgment in determining the line of action which they shall follow. Perhaps I may be altogether wrong, but I think not. I have talked with so many of these young men just in their senior year in college, or who have been out of college a year, who after a weary attempt to find a white collar job, would come to the conclusion that if any position came it was one that they would have to win.

The pioneering of a new kind of occupation is attending youth. Those may not be valuable ideals but it is a satisfaction to know that students are thinking. You will remember that President Elliott one time said that a modern university was ordinarily a place where thinking was discouraged.

One time a Russian student came into my charge. I was very much interested in that Russian student. He had a strange history. He came into the country at New York and stopped there. He said that really he found it very interesting, and that he had gone to some night schools and found good fellowship, and thought he had better get some training in America. He decided he would go to Cornell University. He stayed there for six months. I said, "Why did you leave Cornell?" He answered, "I could not get what I wanted." "Was the teaching not good?" I asked. He said, "Yes, but what I wanted was to get the life of America and the way in which the young men in America thought and the way in which they were thinking about their life, and at Cornell they did not do anything but talk about dates and athletics and so I got tired and left." I asked him where he went then. He said, "I went to the University of Chicago." I asked him why he had left there. He said exactly the same thing. I said, "Then where did you go?" He said, "I went to the University of Minnesota, and I stayed there six months." He stated that he left that University for the same reasons. Then he came to Purdue. When I was having my discussion with him he had been there one and a half years. I asked, "You came to Purdue and stayed here nearly one and one-half years. Why is it so different here?" He answered, "It is not very much different here, but I thought it would not be any better anywhere else, so I stayed." This shows the attitude of our students. They really did not think. The modern fraternity house in those good days was a place where intellectual dissipation was encouraged. They never pretended to get more than a gentleman's grade. You are planning their future. You are attempting to carve an opening through their soul—through the souls of those thoughtless young men whose first object was in securing a gentleman's grade and waiting wearily until some superintendent should come along and offer him a position. This is having a tremendous effect when we look into the future. I rather imagine that all these alphabetical combinations which we are trying to separate in our own minds are having tremendous value in a certain way. I am not at all certain as to the value which they are going to have materially in increasing the material wealth of the country, but I have been in a great many of those C.C.C. camps. A good many of the men in those camps are college men, trained in engi-



neering, forestry, chemistry, literature, and by working in those camps maintain their self respect and maintain their self pride. They are not afraid of hard work. That is creating a new class of manhood.

It is a pretty good thing as we look back over our lives to see after all it has not been so bad, but it is worth infinitely more as we realize that we are dealing with a changed set of students. We must realize that the student is not something to be ordered about. We must realize that we are dealing with a personality and we cannot make a general rule for dealing with personalities. That is, we are trying to make a compact body of a body of rules fit to complete personality which amounts to something.

I am so fond of young people that I hate to see them maltreated. I hate to see a young man robbed of his birthright because of the fact that you and I have failed to understand him. We have failed to give him encouragement at the time that it meant a great deal to him, failed to give him reproof when he needed reproof, but in such a spirit that he felt himself that we were speaking not against him, not as professors but as those who really cared for him. I think if I were going to try to get in any young man the correct ideals of life I would start in this way. I would try to make it clear to him that the first thing I wanted to develop, assiduously and persistently was respect for himself. If I ever gave a boy any motto, a couple of lines of it would be this: "I have to live with myself and so I want to be fit for myself to know." That is the ideal that we deans of men ought to get in some sort of way more ardently perhaps, more by example, than anything else—certainly not by platitudinous precepts, the high respect that man ought to have for himself, and what a fine thing life was when it was lived to its fullest, and how it lay within his power to make that like a fine thing.

How to get it across is another matter. With some it has been successful and others it is a failure, because I have not been able to interpret personalities as accurately as I might. The next thing would be to have him see the fine opportunities that lie before him. Put more of the of life before him, and he ought to respect that. Then add something special. Something that a relatively small per cent of the young men and women had, and that was the opportunity of an education which would increase his power and which would make him one of those who are not content with things as they are but is constantly looking beyond the immediate day into realization that he hoped his life would develop in later years.

So I would start out, it seems to me, by showing him the fineness of life—and most young men have not any clear idea of that. When you look back over a number of years you see what fine chances you had, and how in many of those you would have won the game if you had not muffed the ball. A good many men will spoil their lives in that way and a good many deans are failing to show the splendid opportunity of their lives. A good many take their opportunities.

The thing we want to do more than anything else is to keep alive vision. Youth is the time when we dream dreams and see visions and our lives only become blank, monotonous when vision is lost—the power

of dreams. What I want to do is to keep alive in youth that enthusiasm and that ability to see a splendid future. If I was not afraid that I had over-run my time, I think I would quote a little poetry. I said a minute ago that youth was the time of vision. Those who have grown older sometimes find that their eyes have become dimmed with the years and their ears dulled by the clang of machinery and shriek of whistles. They are not whistles that alarm and call to duty but perhaps merely to opportunity and such calls are being constantly heard. Sometime the calls are mistaken. No question about that. One man found that out when he went to his church. He said he had had a call to preach and he wanted to know how to begin. He said he was out in the field ploughing and two clouds were in the sky and that they formed two letters and they were "G. P.", which he said meant "Go preach." The preacher questioned him and said, "Perhaps you had a vision but you made a mistake. It was not 'Go preach' but 'Go plough'." What I wanted to say is this: unless we are able to fix this power in the minds of the youth, they will lose very much of the splendor of life.

That it comes in youth is illustrated by the event of the Round Table of King Arthur. You will remember that the knights were gathered in the banquet hall when suddenly there came a great peal of thunder and through the windows crept seven beams of light, down one of which stole the Holy Grail, clothed in white samite, and a luminous pall. The knights, at that marvelous happening, fell upon their knees. Appeals of thunder died away, the beams of light faded and the knights sprang to their feet and swore they would follow the quest for a year and a day but that the Holy Grail should come back to England. When King Arthur returned, he was grieved that the goodly fellowship of the Round Table should be broken up. He called his knights before him, men who had ridden with him in many a foray, whose loyalty was true as steel and began to question them. First he said, "Sir Bors, did you see the Holy Grail?" Sir Bors answered, "I heard the peal of thunder, I saw the beams of light, I saw the glory on the faces of my fellow knights. I did not see the Grail." So the King questioned all of his knights and each made the same answer. And then he said, "Ah, but you will not leave me," but as he spoke, out shrilled the boy knight Galahad, "But I, Sir Arthur, saw the Holy Grail. I saw the Grail and heard a voice, 'Galahad oh, Galahad, follow me'." King Arthur knew the fellowship of the Round Table was broken up forever. A new generation had caught the vision of the splendor of life and had heard its clarion call to duty. Deans, what we have to do is to keep alive the vision of life and the hearing of the clarion call of duty. To put it in other words, "To make Galahads of the young men of today."

And so you might go on indefinitely into the glories of the Dean's office. It has its weariness, of course, it has. It has its monotonies, of course, it has. It would not belong to human things if it did not. It has perhaps more than that. More than anyone thing, the fact that you men who have worked in this office for a few years can reach out and touch the shoulder of those who have entrusted themselves to you. Not by any rules, not by any new devices—simply by keeping alive the

enthusiasm, the vision, the dream of youth. Keep it alive so that when the years come on that magnificent vision, if before them, compelling and alluring, and as the years creep on, still they look on for the better things that are to come tomorrow, or the day after tomorrow. Today they must hurry home and so one of the troubles that we have is because so many of our generations, so many of us, perhaps, have lost our vision of the splendor of life and have lost our enthusiasm for a living and have lost a sense of obligation to transmit this same enthusiasm to the students that come under our administration. It is a magnificent thing to do. It is more than magnificent. I do not want to talk indefinitely. When I get before a willing audience like this I do not know when to stop. I am going to talk a little more about two other points. We have to eternally keep alive this enthusiasm in some way. That is our work as deans. A measure of value which becomes, as the days go on, so clear cut and definite that it afterwards determines the conduct of life.

Day by day, year by year, life is developing. In some way, we must show them that goodness is better than badness, not as a preacher of doctrines, but that in the long run, goodness is better. That truth is better than falsehoods. In other words, that there are values in life which are fundamental, which are going to determine the tone of it, the joy of it, the glory of it. These values in some sort of way have to come through the instrument known as the dean. The others are so busy in raking up the muck and straw that they are neglecting these matters, to give give a man a new measure of values.

President Tucker once said to students of Dartmouth, "The best thing a college can do for a young man is to enable him to distinguish between good work and bad work; to tell pure gold from pinchbeck; to tell a real man from a tin horn sport." This true measure of values is a tremendous asset in the young man's life. I do not know anything else in the whole university that attempts that except the deans and advisers of men, and I wonder sometimes whether they are beginning to think that among the very first things necessary to keep alive young enthusiasm and courage is to give a new measure of values. That is real work for real men and you know real men were called in the world not to work in accumulating wealth; in getting together bank stock; in buying real estate, but man was created in order tht he might do God-like work on earth—that is why we are created in God's image.

Now in our daily duties we have these opportunities to do this great work with these boys that have been placed in our hands—in all probability under your hands, but molded by you to a certain extent—something like 350,000 to 400,000 young men of this country. Is there any group of men that has such an opportunity? Then we are going to see that vision, enthusiasm, courage, true measure of values and the things that count, because out of that combination comes the impulse to work and that indescribable thing called character. That is going to develop this character among these young men and women. It will develop them into a body of workers. Yet as workers, it seems to me, we are most

foolish unless we are able to see the fundamental things back of the surface.

Why you ask me to speak again, I am at a loss to understand. It is always a surprise to me because I really never know what I am going to say until I say it—and that I have been asked by you to speak year after year seems to me the highest compliment of my life. I have your friendship in such large measures—it is one of the greatest privileges of my life. Now in closing I think that all of us might very well take with us as the closing words from Browning:

I go to prune my soul,  
I know my way as the bird  
Knows its tractless way,  
I shall arrive some time,  
In God's good time  
I will arrive.

## FRIDAY MORNING SESSION

## HOTEL HEIDELBERG

March 1, 1935

**President Tolbert:** We have as a speaker a man who has had a good deal of experience in lower division work. The topic this morning is "Reorganization of the First Two Years of College Work". The first paper entitled "Reorganization of the First Two Years of College Work" will be presented by Dean B. F. Mitchell of Louisiana State University.

### Reorganization of the First Two Years of College Work

By B. F. MITCHELL, Louisiana State University

The most important step taken during recent years for the improvement of the organization and the reduction of the cost of college training to the state was the establishment during the summer of 1933 of what is known now on the campus as the Lower Division. This is an organization in which all freshmen are enrolled when they enter the University. The curriculum of the Lower Division provides certain prescribed courses, which all first-year college students should pursue, and elective courses designed for the purpose of helping the students to discover their special abilities or to proceed toward entrance into one of the senior colleges.

The aims of the Lower Division are as follows:

1. **To provide an adequate basis for selecting students who are able to do, and who are interested in more advanced education.** Since the Lower Division has been in operation at the University, students who enter the freshman class have not been entered in a senior college. It is believed that every Louisiana high-school graduate should have the privilege of entering the Louisiana State University; but, having done so, he must prove his ability to meet the standards which experience has determined are necessary for doing real college work. During the time he spends in the Lower Division, the student is given every possible type of assistance to enable him to show ability adequate to the standards of the senior colleges. Those who demonstrate adequate ability to do satisfactory college work may be admitted to a senior college at the end of the freshman year. If the preparation of the student is inadequate, or if for any other reason the record of his class work is not satisfactory, a second year of work in the Lower Division is offered. Thus one function of the Lower Division is to serve as a selective agency for the senior colleges.

It is believed that a democratic society such as exists in this country cannot function properly without an intelligent citizenship. Therefore, even though a portion of the students who enter the University each year are found to be unfitted to do the type of abstract thinking necessary to success in the traditional college course, these students are still capable of profiting from additional training. Under the old plan

these students were simply returned to their homes as failures. Under the plan inaugurated by the Lower Division, a year of additional work has been provided for them. Ample opportunity is given them for developing such special abilities as they may possess in addition to receiving training in those abilities as they may possess in addition to receiving training in those abilities which are needed by all citizens. In brief, the University is offering its services to all citizens for as long a time as they can profit by its facilities.

**2. To continue desirable general education beyond high school.** The zeal with which the parents of this country have looked after the education of their children and the improvements that have been made in the methods of instruction in our public schools have combined to graduate the students from our high schools at an earlier age than formerly. The average age of freshman students who enter the Louisiana State University is about 17 years. Modern civilization has come to be organized in a very complex manner. Exact information along a great many lines is required of our citizens. Since our secondary schools have been organized so as to permit the students to finish their courses at an early age, these high school graduates have not arrived at a stage of sufficient mental maturity to have completed desirable general education. The program of the Lower Division aims to add sufficiently to their stock of general education to enable the new students to understand better the economic, political, and social environment of the present-day world.

**3. To provide for effective guidance at the junior college level.** When freshman students appear at the University, it has been learned that a large portion of them do not know what they are best fitted to do. Their aims in life seem to be largely overgrown by family desires, by some lingering childhood ambition that has not been discarded, or by some temporary enthusiasm that may not be objectionable, but that does not lead anywhere. These conditions would make it seem to be of advantage to the students to be able to postpone their final decisions as to a particular vocation. The Lower Division has arranged certain courses which are designed to enable the students, under proper guidance, to discover for themselves the abiding interests and abilities which they possess in the largest measure.

**4. To provide suitable foundational education for those students who are planning to enter professional schools.** While any student in the Lower Division who establishes a satisfactory record in his work may be admitted to one of the senior colleges at the end of his freshman year, it is not at all compulsory that he do so. The Lower Division offers the facilities for making complete preparation for entering any of the professional schools.

**5. To make adequate provision, especially through tool, vocational or broadening courses for students who are interested in the more practical fields of work.** Many students who enter the University know that they will not have an opportunity to stay for four years. At the same time they desire to acquire training along some special line, perhaps in a practical field. The Lower Division is so organized as to allow a stu-

dent to do this type of work without the restrictions that would be necessary if a degree were sought.

**6. Administrative advantages.** There are some advantages of an administrative type that have become apparent since the Lower Division has been in operation. The work has been so organized that the size of the classes has been dictated by educational considerations alone. This has resulted in a substantial saving in the salary cost of instruction. A study of the instructional cost in the Lower Division and in the senior colleges, made during the first semester of 1933-1934 shows that the expenditures of the University on the basis of teachers' salaries per semester hour of work taken by student was for the Lower Division \$2.05, and for the senior colleges \$5.14. While the cost of instruction for freshmen has always been less than that of upper classmen, whose work is more specialized and who are taught in smaller sections, it seems reasonable to estimate that the work as presently organized in the Lower Division is effecting a saving of 30 per cent to 35 per cent as compared with the instructional cost of former years. On the basis of the average curriculum which carries 32 to 36 semester hours of work, this means an annual saving in the teaching of freshman students of about \$35.00 per individual, or a total for the University of approximately \$30,000.

About two years ago, when it was definitely decided by the administrative authorities here to establish a Lower Division, a committee from the faculty was appointed to set up a plan to take care of our particular needs. It was not so difficult to agree upon the general guiding principles as they were given above. The chief difficulties appeared when an attempt was made to translate these principles into concrete courses and curricula. For instance, it had been agreed that the general education of these pupils should be continued in the University. The question immediately arose as to what subjects might properly be required of all students.

After considerable thinking on the matter, the committee finally decided upon a rather conservative course. Due to the fact that it was next to impossible to know exactly what was needed to complete the general education of the freshmen who might appear at the University, it was finally decided to allow some freedom to the individual in making a choice of his course. However, it was realized that if complete freedom were given the freshmen, the purpose of the new organization might be defeated. Therefore, the subjects from which a freshman might elect his course were arranged in four groups, as follows:

First, two subjects were required of all. These were English, and either physical education or military science. It was believed that a command of the mother tongue and a proper development of one's physical being could reasonably be required of everyone.

The second group from which one subject must be taken was developed from the social sciences. One course, which was primarily historical in nature, made an attempt to have the student become acquainted with the great contributions which have been made toward human progress in the long road from barbarism to the present. The other course was designed to have the student become acquainted with the present-day

set-up of society. One of these courses was required to be taken by all freshmen, due to the belief of the Committee that the social sciences have vastly increased in importance during the last two decades. Many of the problems with which we are concerned as a nation at present are in the field of the social sciences. It was believed that one could not act intelligently as a citizen of today without at least a basic knowledge of the social sciences.

The third group was composed of the natural sciences, including mathematics. Science as a field of human knowledge has contributed so much to the present-day standard of living to which we have become accustomed that it was considered necessary that each student have at least one year's work in this field.

The fourth group of subjects was much larger than the other three groups. This consisted of a list of courses from which students might elect subjects of cultural, tool or vocational nature. One of the purposes of the organization being to enable students to find out for themselves what they were fitted to do, it was thought necessary to offer them an opportunity to do so.

It was realized that a set of courses alone would not accomplish the purposes which have been outlined above. A sympathetic, broad-minded and energetic faculty was needed in order to accomplish this. In the writer's opinion, many of our great scholars lack those personal factors that go so far to make a teacher successful in instructing freshmen. The administrative authorities here gave *carte blanche* in the selection of a faculty to teach the freshmen students. It is believed that much of the success of the program has been due to the earnest and sympathetic attitude which these teachers have taken toward the problems which they have faced.

Another difficulty which was faced in putting the plan into effect was the problem of getting the students into the courses for which they were best fitted. It was realized that if proselyting of any nature was present during the registration period that many students would become misplaced in subjects. In order to prevent this, only such people as were engaged in teaching freshmen were asked to help in registration. It was hoped that they, being familiar with the purposes of the plan, might help avoid this. However, when a student does find definitely that he is in the wrong course, he is allowed to make an adjustment at once.

One of the major functions of the plan is that of selecting students who shall be permitted to enter the senior colleges of the University. In order that this might be done in a satisfactory manner, it was decided that some uniform program of testing should be established. It is a well known fact that standards for satisfactory work will vary between different teachers if nothing is done to coordinate their work. An attempt has been made to do this by the establishment of a testing bureau.

The Testing Bureau is an organization entirely independent of any subject matter group. Its function is to furnish the technique necessary in making out examination questions and in assigning marks to the students. At present all subjects do not have the services of the Testing Bureau. The English, social science and history are being served through



this organization. The other subjects included in the program of the Lower Division will be added to these for next year. The Testing Bureau was a new departure for us here, and we thought it best to develop the procedure to be followed before too many subjects were added to its program.

The procedure of the Testing Bureau in making out a test is as follows: Each teacher in the subject makes out a day-by-day series of true statements dealing with the major phases of the subject that have been presented to the students. These true statements are then transformed into appropriate forms for examination by a member of the Testing Bureau, who is versed in this particular field. After the examination has been prepared, the teacher in charge of the subject is called in and goes over the examination to see if it represents a true test of the material covered in the teaching process. When an agreement has been reached on the content of the examination, it is mimeographed and given at the same time to all students who are taking the course. A "key" is prepared by which the papers are to be scored, and the teachers in charge score the papers. Afterward a distribution of the scores of the entire group is made. At this time the head of the department involved determines the point at which the passing grade should be placed, and the marks are then determined by statistical processes.

We are of the opinion here that this system of marking described above will result in selecting those students who will be able to do satisfactory work in the senior colleges, if a sufficiently high standard for entrance into these is set up. At present we have a requirement of slightly less than a "C" average for entrance into a senior college. Within the next year or two we shall be able to determine whether this is high enough. At any rate, for last session 39.6 per cent of those entering the freshman class were not permitted to enter the senior colleges at the end of the session. It is too early as yet to know the proportion of this year's group that will be adjudged satisfactory.

Before this paper is closed it seems that something should be said about the discipline in the Lower Division. Since the average age of our freshman class is slightly more than 17 years, we believe that they are yet too young to be allowed full freedom of action. Therefore, freshmen are required to attend all classes. Each absence from class must be explained to the Dean of the Lower Division. In case of an unsatisfactory explanation, a study hour under supervision is assigned to the student. In addition to this, all freshmen, both boys and girls, are required to be in their rooms in the evenings except on week-ends. At this time, they may be permitted to attend social affairs or engage in any reasonable activity. These regulations are designed to make it easier for students to study than to evade the doing of this strenuous task. We believe that it has resulted in our students doing more studying during the course of the year.

In summarizing the results of the operation of the Lower Division, the advantages seem to outweigh such defects as have appeared. A much more flexible program has been provided to meet the needs of freshmen students, and the machinery for a quick adjustment of diffi-

culties has been set up. The transition from high school to university life has been made less difficult because all students remain under supervision for their first year in college. The University is no longer interfering with the curricula of the high schools. All high school graduates are admitted. However, having been admitted, the students must prove their fitness before being allowed to matriculate for a degree.

There are some things that may not be considered so favorably, however. Some of our traditionally-minded friends feel that freshmen students who are ready to go to college should be allowed to do as they please. They believe that specialization should begin as soon as a student appears in college and continue throughout. We are simply not able to agree with these people.

A very real difficulty does face this new type of organization. In attempting to attain the ideal of general education, the traditional subject matter barriers have been disregarded. Because this has been done there is at present only a limited supply of texts organized on the basis of this new philosophy. However, this difficulty will be a transitory one. Within a few years, an ample supply of material for teaching purposes will be available. We believe that we are on the right road, and that the future hold much promise for this type of organization of college work.

**President Tolbert:** Dean Mitchell we thank you for that good paper. We will discuss this excellent address after the other paper dealing with this subject. As I said a while ago this reorganization is going to vitally affect the work of the Dean of Students. We have asked a Dean of Students to present a paper on the effect of this reorganization on the Dean of Students' work. I take pleasure in presenting the secretary, Dean D. H. Gardner.

## How the Reorganization of the Lower Division Affects the Work of the Dean of Men

By D. H. GARDNER, University of Akron

You may have noticed that the title of my paper perhaps is based on false premises. It assumes both that a Dean of Men properly has a place in our present type of collegiate organization, and that, in the place permitted him, he does some work. That so many of you are here, well fed and clothed, does, of course, point to the acceptance by many people that you have a place; whether or not you do any work in that place I leave to your conscience and my suspicions. Realizing that conceit is one of the primary character traits of any dean of men, I therefore ignore the implications concerning the subject of the speaker.

To most of us, I suppose the term "reorganization" in connection with our own institution brings a long breath of hope, then perhaps a gasp of uncertainty. I do believe that most Deans of Men feel very insistently the desirability of many changes and have welcomed suggestions. We come too closely into touch with the forces which make these changes necessary to sit in the scorner's seat, or perhaps, to state it less pugna- ciously, among the conservatives.

We have watched the enormous increase in secondary school enrollment and seen the tide come sweeping up to the higher level. This increase has been far greater, since the World War, than any one at all predicted. The flood has not been checked to any significant degree even by the "Great Depression." It appears that if a low tide in enrollment came under present conditions, it might carry to destruction the institutions which have not met the onslaught with some flexibility.

In our particular relation to the students who come in such numbers, we realize only too well the enormous social problems which they bring with them. The increase of young people freed for education, and the increase of the number of problems seem to be geometrical rather than arithmetical. Moreover we have seen that there are many problems which we have not even taken unto ourselves for solution. The government, for instance, has tried its hand directly in such endeavors as the C.C.C. camps. The attempt of the organized institution to expand its possibility of service has, in most cases, been the motive behind "re- organization."

Sometimes, I fear, we look to the past with nostalgia because there is now too much knowledge for even hearty digestion. Research and invention have nearly destroyed us by their success. Faculties have had to decide what to teach and to whom. Departments have been created, and then departments within departments; teachers have been forced to become specialists whether they would or no; specialization has led to narrowness of vision constantly strengthened in its insularity by continued research. In the turmoil, the student's too often feeble interest has sometimes been strangled, or at least diverted, so that he has lived in a too specific area.

One other motivation which we as Deans feel for reorganization comes from the lack of articulation among the elements of the American educational system. We have seen duplication of instruction and confusion of purposes; we have watched young people enter institutions of higher learning who should not; we have missed many students who should have entered. Such is the mongrel American educational system.

These three forces I have enumerated because they touch closely our work. The enlarged enrollments bring a greater number of men who need help. The increase in knowledge and resultant compartmentalization add to the administrative difficulties and also open new fields of activity for students. Finally the disjointed nature of our whole educational system which has been revealed by the stress recently placed upon it, augments and complicates our duties.

What is the part of the Dean of Men in such a struggle? Perhaps my concept is not the same as that of some of you. I see our work, to state it simply, as the endeavor to help the male student to help himself become adjusted to what his society and environment are and may become. That such is the general duty of all educators is accepted, but the Dean of Men is, to me, the officer definitely entrusted with the specific duty of coordinating all services in the institution for such aid, especially those outside the normal classroom procedure. Call such effort personnel work, guidance, counseling, or what you will, the principles and responsibilities are the same. I am sure that to us assembled here the necessity of such work under a divisional program is self-evident. The question for us is: how will such a change affect our daily toll?

All the reorganization programs which I have studied have been based on the principle of affording a student a degree of general education first, and then a period of specialization. Coupled with this is the idea of providing a degree of flexibility which allows adjustments of curricula to the individual's needs. This plan should help immeasurably in one of our most common and obvious tasks.

Greater flexibility of curriculum and organization should permit "exploratory" operations while the patient is yet young and strong enough to live through the ordeal and prosper. I do mean vocational explorations, true, even though I do not at all view higher education as a field for vocational training alone. My own opinion is definitely that the important objective of higher education is to train citizens who can profitably enjoy their leisure time and intelligently serve society. Yet our students must also take their places in economic life. They are generally not "born to the purple" and the profit-making urge has influenced the lives of parents so that they and their children feel a young man should emerge from a college or university adequately trained for a good position, in terms of salary. We possibly cannot accept such training as our major responsibility, but we must accept the expectation. We who work with students know that their ideas of the fields they wish to enter are too frequently shrouded in a rosy mist, and that their ideas of their capabilities are occasionally even more perverse than nebulous. If some device, procedure, or machine could be invented which would

indicate infallibly the field of specialization which a student is fitted to enter and what occupation he should pursue, many difficulties of higher education would be overcome.

Lacking such an Utopian agent of measurement or divine insight, what can be done with these problems? For example, we have discovered at my office, by a study of the graduates of the last four classes, that only one-third of them are now engaged in the occupations which they "guessed" they wanted as freshmen. In spite of the excuse of "the times" my conscience tells me that our system of guidance could have been better.

Of course the Dean of Men should turn to diagnostic procedures first. There are certain elements in each student which must be studied to determine his probable success in any field. Let us call these elements native ability, aptitudes, interests, personality and character. Criticize my divisions, if you will, but for discussion's sake bear with them.

We may use many instruments of measure such as psychological, achievement, and subject tests; personal interviews and judgments, personal histories and experiences, studies of environment, aptitude and interests tests, and rating scales. Whatever methods we use, we should have a picture of the student which would demonstrate the individual's assets and liabilities, not only from the viewpoint of his potential occupational value, but also from that of his worth as a citizen and a social being.

Such a diagnosis can be made under any system of organization, it is true. But note the especial merit of a divisional organization. In it, generally, all students take a majority of the same subjects in the lower division. Here, then, is a common criterion by which they may be judged. Also, this same procedure tends to eliminate more definitely the undesirable at an early stage when they cannot clutter the path of the better fitted.

Another phase of these systems provides a most desirable technique for the Dean of Men. Usually, lower division plans are such that each student has an opportunity to come into contact with the general fields of knowledge, and, in addition, is permitted to take some so-called explanatory or introductory courses which serve to give him a sampling or "taste" of fields of concentration. This arrangement gives the Dean of Men an excellent opportunity to determine a student's aptitudes and interests as well as his fitness, and also serves as a determinant of the degree of stimulation and motivation necessary to direct the student's effort. Older forms of organization generally do not provide for a wide enough area of "sampling" upon which accurate analyses may be made.

In meeting another problem we find the arrangement helpful. All of us can cite instances of students coming to us and saying that for various reasons their educational program will have to be limited to one or two years. They want to know, and rightly so, how they may best use the time at their disposal. The Dean of Men can arrange a program whereby the student is able to build a general background and yet have an overview of the areas of concentration. The older rigid organizations make such arrangements difficult, if not impossible. I know of situa-

tions in colleges where complicated steps had to be taken to overcome elaborate rules and regulations to make such adjustments.

Another advantage of the divisional plan is closely associated with such students, for a major objective of divisional reorganization in most institutions is to supplement, but not entirely abolish, so-called quantitative evaluations of students' work. Such methods of evaluation as credit hours and courses have been developed because of the large number of students with which we have had to deal. Too often these methods have caused the evolution of a policy of dealing with all students as though they were similar, the best and the worst being judged by the average. In many places a so-called "time service" program results. President Hutchins once said that if we had enough bookkeepers we would find it fairly simple to determine the intellectual stage which students have reached. The many implications of this idea have gradually directed educators' thinking into the direction that the mere attendance of a student three hours a week in a class and the attainment of a certain grade, and finally, the accumulation of 120 or more credit hours in four years is not the best or the most just measurement; therefore the newer plans have included methods of judging student growth and achievement not only in isolated areas, but also in terms of general development and total performance. All Deans of Men can see in this movement a thing they are always seeking, something which will break down the "lockstep" tendencies of education and which will afford opportunities for the individual student to proceed at a pace commensurate with his ability and interests. In addition we dare hope that students will be encouraged by this system of judgment to broaden themselves.

Though this paper was apparently to be limited to the lower division, permit me to point out one or two advantages of the upper division which are a natural corollary of those of the lower division. While the lower division plan provides a sort of common hopper and selective medium through which many excellent analyses and adjustments can be made, there are additional values in the upper divisional programs, be they vertical or otherwise. From the standpoint of a Dean of Men, these upper divisions appear as a "cross to bear" and at the same time as an escape from many problems. Of the first I speak perhaps too frankly. The divisional program is no more an antidote for faculty jealousies than the departmental set-up. Divisional proselytism of students is quite as possible as departmental solicitation. It appears, however, that a counseling officer in divisional programs will be better fitted to combat this vicious practice if and where it does exist. Moreover, upper division curricula present an excellent instrument for the Dean of Men to use in shaping a course of specialization for individuals. He can so arrange the academic course of a student that the vital stimulation necessary to progress may be applied at the right time and with the right pressure. The student's interests, aptitudes, and abilities can be adjusted to the fields for which they are best fitted in a way not possible under an older major-minor program.

The advantages of this specialization in subject fields in many institutions operating on a divisional program has brought out the fact

that students are being better fitted to enter occupations or professional schools than they were under other curricula. The Dean of Men will welcome such assistance for he has had to act as buffer between the student and industries or the professional school deans who challenge a student's fitness to enter their field of activity.

The upper division arrangement also increases the importance and value of the services of a Dean of Men in another way. Admission to upper divisions usually comes at the end of a period in which the student has devoted a majority of time to general education, and also this promotion occurs at the same time for a large number of students. This procedure affords the Dean of Men an opportunity to deal with the problems of educational counseling at fairly definite times and also brings about a very concrete and clear connection between promotion and counseling. This relationship is more evident and more important, however, when one studies the question of admission to the lower division. In too many colleges admission and effective educational guidance are divorced instead of being treated as they should be, as aspects of the same problem. Let me make clear that I do not mean to intimate that a Dean of Men should necessarily perform all the functions of admission and guidance, but I do feel that he should serve as the coordinating force among these elements.

I have tried to show briefly how the divisional organization affects in a few instances the work of a Dean of Men in his chief duty, that is, his relation with students. If we turn aside from this approach we can see other influences which this new plan will have.

It is apparent that under such an arrangement lines of administrative activity are being drawn more clearly and with a better perception of the functions of faculty members and administrative officers. Many of us know that no industry would permit in its organization the confusion and overlapping of duties which exist in some institutions of higher education. It may seem necessary for administrative officers to screen their activities behind an aura of professional dignity and an academic Magna Carta. When, however, these actions are taken to obscure an ignorance of duties or to cover equivocal lines of authority, it is time that the clouds be blown away and each one's obligations be distinctly set forth. We as Deans of Men have often been cognizant of this situation in our own institutions and in our own work. Frequently this Conference has attempted to define the duties of a Dean of Men, and as frequently we have heard the criticism, "It can't be done." Surely our work is not so mysterious or divinely constituted that we can't offer an interpretation of the principles underlying it, even though the application of the principles may vary greatly. It is to be expected, and I for one fervently hope, that divisional reorganizations will bring about a clarification of the functions and principles of our work. It may not be anticipating too much also to expect that in some circles there may be a greater appreciation of the service of a Dean of Men.

Other advantages to the Dean of Men are apparent, particularly in reference to routine matters. I spoke above of the change from a credit-hour basis. This has tended, among many other more important

things, to remove many regulations relative to class attendance which have been burdens to Deans. Another illustration is the opportunities afforded for group instruction of new students on matters outside the curriculum because of the fact that generally students take many of the same courses. This arrangement brings the new students together in such a way that they can be instructed in certain fundamentals. Thus matters of library use, note taking, study procedures, as well as health and other personal problems can be emphasized. Whether these advantages and many others can be definitely ascribed only to the divisional reorganization may be questioned. It is granted that the same things might be achieved through some other method, but it is sufficient for the time that they are apparent in institutions where the divisional organization has been established.

From what I have said, it can readily be inferred that I personally feel that the divisional plan will greatly and favorably affect our work. I do see in these plans, however, a direct and forcible mandate to us all. We must clarify the principles of our work and our functional procedure. We must center our interests more directly than ever on the individual student. Important as our campus organizations and organization life are, we must not permit them to become so magnified that they obscure the student as an individual. We must submerge our tendencies, if any, for originating and enforcing a multitude of rules and regulations, some necessary, but many of a negatory type. I for one believe that the divisional organization presents an excellent instrument by which a Dean of Men can better achieve what I feel is his major element—to help the men of his campus determine their potentialities and defects, and by improving the one and remedying the other, become better members of society.

**President Tolbert:** We certainly appreciate this excellent paper which Dean Gardner has presented. I am quite sure it has raised quite a number of questions, which can be taken up later.

Dean Speight in his talk yesterday morning left us all to infer that there is an excellent accumulation of education in the way of development of the artistic and creative powers which may be possessed by our students. It has been thought that the divisional organization very likely will offer an opportunity to do something along the line of developing an appreciation and love for the fine arts, which I am sure all of us agree is very worthwhile part—a very necessary and fundamental part of any educational scheme. Jimmy Armstrong has been, for many years, interested in this type of thing. I think we are very fortunate in having Dean Armstrong of Northwestern to tackle the job. I take pleasure in presenting Dean Armstrong.



## Increasing the College Students Appreciation of the Fine Arts

By J. W. ARMSTRONG, Northwestern University

One of the most patent observations made concerning the American college student is that, in general, he is woefully lacking in cultural appreciation. College students, say the critics, are strangers to the fine arts. They know nothing of painting and sculpture; they know little more about good music; and even of as practical a subject as architecture they are woefully ignorant.

Go to his room, say his critics, if you want to verify that fact. If he does not surround himself with bare walls, he chooses his room decorations from the covers of the *Saturday Evening Post*, *College Humor*, or *Photoplay*. His music is the latest song hit. Beethoven and Bach, Tschaikowsky and Dvorak are doubly foreign to him.

"This would be all well enough," say his critics. "We could stand the Pullman Coach and No-Parking signs in his room, his Ten-cent Store art and his abysmal ignorance of good music—we could stand this were it not for the fact that the boy is father of the man. If he doesn't build a foundation for cultural appreciations in college he will remain a stranger to these values after leaving the university. If, at the time when he is living in a cultural center, he is not taking advantage of its opportunities, what can you expect of him after he has returned to his home community?"

This malignment of the college boy is a commonplace. But the critics should go beyond the boy. What can you expect as long as home conditions are as they are? Is he not reflecting the general low level of cultural appreciations in American communities? Consider the backgrounds from which most of our college men come. Our great central and western states are not yet a century away from the log cabin and the prairie schooner. Our rural communities and the industrial centers from which we draw much of our college population can scarcely be characterized as areas of cultural attainment. And even considering America from the standpoint of its artistic maturity leads one quickly to observe that we should not expect very much from our general populace—we have so recently become aware of our American materials and attainments.

You recall Victor Hugo's statement that "to understand is to pardon," but my attitude this morning is not one of passive acceptance. Rather is it one of action. We have turned to a new century—to a new day. Frontiers are gone; American cities are becoming conscious of their age; Americans are becoming conscious of their distinctive traditions; our civilization is becoming conscious of its cultural needs. If, as Beard says, America has come of age, the task falls upon the shoulders of American educators to break the cycle of uncultured parents rearing uncultured sons—to break it by sending back into American communities an increasing number of college men who are prepared to take a new and enlightened attitude toward the fine arts.

My position is that the American university in this day and age, now, has an opportunity and responsibility to discharge toward reshaping the attitudes which our men have toward the arts. It has the opportunity and responsibility to furnish them, during the time they are in college, with the basic knowledge requisite to an active appreciation of the arts, and with a consciousness of the part which they should and could play in American communities.

Now some of you are perhaps saying, "What has this to do with a Dean of Men? Granting all of this, what connection does it have with the dean's work?" The fact that this is the first time this type of subject has appeared on our formal program leads me to consider the inquiry worthy of serious reply. I am assuming now that you believe that the university has an important role to play in broadening the cultural appreciations of the young men and women who come to the university and later return to our American communities. If you affirm this proposition then may I ask who should carry on the work? You will say the academic departments. And to that reply I say "Good!", it is the function of the academic departments. But my discussion this morning proceeds beyond the classroom into the residence areas and into the informal life of the student. It deals with the man who has no backgrounds adequate to interest him in enrolling in the art or music courses; it deals with the man who is taking technical courses and has no opportunity in formal instruction to pursue his cultural interests; it deals with the man who is taking technical courses and has no opportunity in formal instruction to pursue his cultural interests; it deals with the fraternity house and the dormitories—the attitudes that prevail when artistic values are mentioned and the ability of these men to supplement the curricular processes with rich informal contacts. I speak, in other words, of the field over which the Deans and Advisors of Men are primarily responsible—the field where our deans can be particularly influential—the extra curricular field.

Now I do not wish to confuse our function in this matter. I do not speak of the Dean of Men as an experienced lecturer in art, as an accomplished musician, as an architect or as a sculptor. I am inferring no superior wisdom in these matters nor even the knowledge of a proficient instructor in any of these fields. Obviously the more developed the deans knowledge and accomplishments are along these lines, the better, and I infer that his interests here are robust and active, but I refer to the dean in his administrative capacity, to his ability to work objectively with a problem, to command personal contacts and resources and to stay persistently with a project. We can be of great assistance in these matters, and we will find the academic department tremendously grateful. Do you remember Harry Emerson Fosdick's phrase "our representative capacity"? I think it applies here. "The least of us has the capacity to represent the best" in the great art values that have arisen to befriend, to gladden, and to enrich, the heart of humanity in a struggling world.

May I also insist on my own amateur standing in these matters. I am working with them on my campus because I am fond of them, not

because I possess any superior knowledge, and because I have found from the efforts I have exerted that I can be of help to the men and an aid to the departments.

The topic which our chairman Dean Tolbert has assigned to me is phrased "Increasing the College Student's Appreciation of the Fine Arts." On the basis of what I have said thus far you will perhaps see that I wish to concentrate my attention particularly on the boy who has had no effective initiation into the fine arts prior to reaching the university. This is where the great problem centers. Furthermore I would like to be as practical as possible because we can easily be in favor of the general proposition without knowing specifically how to give aid to the problems presented. Finally the entire field of the fine arts is too broad to deal with in practical fashion, in one speech. I would therefore like to confine myself to painting, sculpture, architecture and music. Perhaps then a restatement of our problems would be "By what practical methods can we help to increase the appreciation of the average run of college students, in painting, sculpture, architecture, and music?"

Now there are certain observations that are basic to the approach to all of these arts. We may well start by examining these basic considerations. Primary among these is the observation that the approach to all of these values must be carefully made. We must realize the current attitude of the men toward these subjects and as much as possible avoid their prejudices. There is an inherent suspicion on the part of the boy who is unacquainted with the arts that interest in them is "sissy". Nothing will confirm this mistrust any quicker than to have people who are somewhat lacking in the simple elemental manly virtues make the critical approach. I remember that when I was a boy, we fellows looked upon tennis as a "sissy" game. I can not recall why unless it was that the girls played it. Well, interest in art is regarded in much the same way. I have had many men come to me and rather secretly confide in me their interest—fearful lest it be generally known among their fellows.

Equally important is it that the approach made avoid the "high-brow." Superior attitudes create quick resentment. In one of our fraternity houses I found considerable damage being done to the cause of good music by a boy who characteristically came into the lounge and turned the dial away from the dance music being played in order to force a symphony program down their throats. Cultural interests can not be built in this way. The attitude of approach must be unassuming, honest, natural, and manly. In pursuing this project we can well afford to solicit the help of men who will not be under suspicion by their manner, men who easily and informally radiate their interest in the world of art.

Furthermore, I believe that another basic problem underlying the interest of the average college man in these arts is the problem of careful introductions. We need to discover how to introduce each value so that it finds an immediate point of contact with the man. We must find the good things in painting, sculpture, architecture, and music that have some community value even from the first. With this beginning

his interest can be deepened and extended; without it he may become discouraged or antagonistic. The same consideration applies to the group, because a few negative minded men may upset an entire project.

Another element basic to the approach to these values, deals with the need for continuity and permanence in the projects. Obviously our projects should be planned from the longtime point of view, not the short. In order to make real gains, in order to change the attitudes of our groups toward the arts, our campaign must be continuous. It is a matter of building and recruiting influences and accumulating resources. What is not at all possible in one year of effort, may easily be accomplished in two or three years. I am constantly impressed by the transiency of undergraduate effort. About the time that a man really begins to understand and get a project started, he graduates and the entire project must be built anew. This difficulty presents itself with no fuller force than in problems of changing or building group attitude. Our art project must have an air of permanence in order to wear down resistance and build up interest.

Another basic element in our approach is the matter of breadth. We need to place our reliance on breadth of approach as well as on its permanence. We need to use every device, every method, every resource that we can command. It is the multiplicity of influence, as well as its persistency, that will make interest in painting, sculpture, architecture, and music a regular part of the student's life.

With this preparatory statement on the general consideration underlying an approach to the fine arts which we are discussing, let us now take up each one of the four and ask ourselves how we can in practical fashion, increase the undergraduate's appreciation of them.

Let us first take up painting. What stands between the average run of college boy and an interest in painting? Just this: the boy has seen very little of it. He has done none of it. He has read nothing about it. He knows no artists. He has few friends who have good pictures in their homes. This is all characterized by a statement of a young friend of mine. "Well," he said, "I've often thought I'd like to have some good pictures in my room but I've never known what picture to get, nor what artist I wanted, nor where I could find something I could own." And I would add, to make the details complete, he had no idea of how much pictures would cost him, nor what medium of painting to choose from.

The classics in art appreciation are often remote from these boys because such courses are generally electives and the boy is too busy with required subjects. He has failed to cultivate an interest in the galleries surrounding the university, if indeed there are such, because it represents a step aside from his routine day. Furthermore, he may not be able to see anything in what he considers to be "gloomy examples" of historic art. He associates with the galleries nothing that is living, nothing vital, nothing that is changing, growing, accumulating each day. He sees in it no philosophies, no techniques, no masterful personalities, no reflection of the times, no contact with himself. The closest gallery may be a fifteen minute's walk, yet be a thousand miles away.

Now my proposal is that if this boy will not go to the art that we

bring art closer to him. If he hasn't had the means of getting acquainted with painting, let us surround him with such a multitude of resources and influences that consciously or unconsciously he will become sympathetic, interested, and better informed on painting.

The very large question then looms up before us: How can we do this?

The university buildings and the men's residences offer the first medium of approach. Let's get more pictures into the buildings. The buildings are subtle workers—silent, persistent, continuous. Some of you will remember from last year's conference at Evanston our new Deering Library. Our librarian, Doctor Koch, has covered its walls with excellent paintings. Daily these pictures quietly speak to the multitudes of students who come to study but whose eyes sooner or later roam to their beautiful surroundings—daily these pictures speak the eloquent message of art. A good picture is the finest lecture on painting that can be heard.

For university buildings—for the offices, the lounges, the lecture halls, we may be able to think in terms of original paintings. People with art collections are often very favorable toward perpetuating and enlarging the influence of these pictures by donating them to universities. But since buying original pictures of the masters is a very costly project and since even securing picture donations is a rather slow project, it may be well to look to other resources for more immediate results.

Most of you I am sure have become acquainted with the exhibit here in the adjoining room, which we have prepared for this conference. These pictures represent the most effective modern methods of reproducing the world's greatest pictures at prices which anyone can afford. Some of you perhaps are not acquainted with the rapid progress which has been made in this field in the last few years, and the large number of pictures which are now procurable. I have selected a few of them to show how excellently the original pictures are reproduced. (Here were shown several reproductions in collotype of such works as Holbein's Henry the Eighth, Durer's Head of an Apostle, Winslow Homer's The Sloop, etc.)

Several pertinent facts concerning the pictures in the exhibit are worth noting. The prices run from forty cents to fifteen dollars, depending upon the size of the picture, and the nature of the reproduction. They have been chosen for their appeal to the college man. We are working with this type of project at Northwestern and I have found that one can secure immediate interest on the part of both individuals and groups in this type of picture. You will also notice that the pictures are of a size suitable for buildings and for student room decoration.

Here are some small framed pictures which have been specially prepared for this exhibit, illustrative of modern methods of picture framing. None of the pictures used in them cost over seventy-five cents, and the completed pictures run from seventy-five cents to six dollars.

The organizations which have so kindly sent us pictures are representative of the best American and European firms. We owe our thanks

to E. S. Herrmann representing Brown and Company prints (French)<sup>1</sup>; Arthur Jaffe representing the Jaffe prints (made in Vienna)<sup>2</sup>; The International Art Publishing Company of Detroit<sup>3</sup>, which submitted the Seemann prints (German); The Art Extension Press<sup>4</sup> from whom we have received the Artex prints, and finally the pictures sent to us by the firm of Raymond and Raymond of New York<sup>5</sup>. I hope that the entire exhibit brings to you in practical fashion this type of picture, its price, and size, how it looks when well framed and the reasonable prices at which it can be secured. As I said before, this type of picture can be used in fraternity houses, dormitories, offices, and class rooms as one means of increasing the art influences around the college man.

Other means also suggest themselves. President Wriston of Lawrence College has worked out a project for loaning pictures to the men to keep in their rooms. Some of the pictures are reproductions, a few are originals. He reports that there is a waiting list for the pictures. An enterprising high school in California has prepared a special art guide for the pictures in its buildings. The guide lists the pictures in the various rooms, the artists, and also offers a few comments on each picture or artist. At Northwestern we are working toward a university store which will contain an art section, and we also plan to loan pictures. I am working out an enterprise with our art department for introducing more pictures into university buildings.

The Art Extension Press recommends that we place picture frames with removable backs in prominent places and change the pictures at frequent intervals. This plan has progressive educational value.

This suggestion brings to mind two others which may be of interest and value. The American Federation of Arts at Washington, D. C.<sup>1</sup> sends out loan exhibits consisting of both originals and reproductions. The charges are based entirely on the cost of handling and shipment. The exhibits will cost you from \$7.50 to \$60.00, varying of course with the value of the exhibit.

The Chicago Galleries Association sells annual memberships for \$12.00. For this sum any individual or group may secure each month the loan of an original painting executed by a contemporary artist. Each month you send back the old picture and secure a new one. The pictures can be purchased if desired.

Is a project like this in painting possible? It is. Can you interest college men in painting? You can. I told you of the success with which President Wriston's project was meeting at Lawrence College. Brown University is working a similar project. I want to say that in the time I have been working with this project at Northwestern I have had a most revealing experience. I thought when I started out that I would be bucking a brick wall of apathy and disinterest among the students. Everyone with whom I talked expressed polite scepticism about the pos-

1. E. S. Herrmann, 62 West 47th St., New York City.

2. Arthur Jaffe, Inc., 40 East 49th St., New York City.

3. International Art Publishing Co., 242 West Lafayette Blvd., Detroit, Mich.

4. The Art Extension Press, Westport, Conn.

5. Raymond and Raymond, 40 East 49th St., New York City.

1. The American Federation of Arts, 801 Barr Bldg., Washington, D. C.

sibility of success. I listened to them and then I thought it would be best to get my reactions directly from the students themselves. But I didn't indulge in talk; I let real pictures do the talking. I got in a small consignment of specially selected color reproductions and tried them out on the boys. I was astounded at the response. All I had to do was to put the pictures down in the center of the room and the men did the rest. They gathered around, they looked at them, they argued about them, and each man picked out his favorite. That is what really got me started on the project—the direct response of the fraternity and dormitory men. As usual we have been underrating the college man. Here is a fascinating project for deans who will really take hold of it.

Turn now to sculpture. Is there any reason why sculpture should not have great appeal and interest to men? It is a most manly pursuit. Its materials are stone and bronze. Its tools are chisel and maul. Its moods are bold, forceful, heroic. Its progenitors are the Praxiteles, the Michael Angelos, the Donatellos, the Saint Gaudens, the Rodins, of the race. Here again, it seems to me that the only possible conclusion that we can draw regarding the attitude of American men toward sculpture is that it comes from ignorance and lack of contact rather than from any other cause. They are not interested because they have never had anything to do with sculpture.

But getting a man in contact with sculpture is not as easy as getting him in contact with painting. For one thing examples are not so numerous. Unless a museum is located close at hand, sufficient examples of sculpture are not available to make a very great impression even on a man who possesses an initial interest. Most of our American cities are too young to have accumulated works of sculpture executed by distinguished sculptors. Universities possess few departments of fine arts where actual modelling can be viewed by the student and thus interest in sculpture created. I find in my discussions with college men that they regard sculpture as something that was connected only with Greece and Rome. There is no consciousness that it is an active and living art.

But in a situation in which we find so little information, our efforts may have more importance and value, and I believe there are a few suggestions which deserve our attention.

One thing we can do is to encourage the purchasing of small objects of sculpture by the men's organizations. My attention was called to this possibility some time ago by one of our fraternities. We suffered a tragedy in which two men lost their lives in an automobile accident. The parents of these boys did a splendid thing. To commemorate their boys' memory they purchased a very fine original bronze statue. It was a small statue representing two boxers and the fraternity men placed it appropriately their lounge. I hope there may be more of such gifts to the houses under less tragic circumstances.

It may be helpful to suggest another possibility involving much less money. Small models of famous pieces of sculpture are available at very low cost. Since trophies are so commonly awarded for athletics, scholarship, and other competitions, it seems to me that we can encourage organizations to offer these fine objects as awards. Particularly appro-

priate are some of the Grecian and Roman models extolling physical excellence. But many subjects are available. A firm like the Caproni Galleries, Incorporated<sup>1</sup>, of Boston, can furnish reproductions of such subjects as discus throwers, wrestlers, boxers, runners, famous figures and others—all copies of originals by great sculptors. The small models run from eight inches to three feet in height and the prices run from \$2.00 up. The full range of the subjects available is very wide.

We tried an experiment several years ago which has proved both popular and instructive. A young sculptor friend of mine, C. Warner Williams, consented to come out to the campus and start a bas-relief portrait before an undergraduate audience. The men not only got the opportunity to meet the sculptor in an informal way, but by seeing him at work they gained a knowledge of the sculptor's methods. From time to time Mr. Williams has consented to repeat the performance—always to the great pleasure of the men.

Speaking of bas-relief brings up the suggestion that it lends itself to practical demands because bas-relief, like pictures, can be hung on the walls. I have brought along this bas-relief portrait to demonstrate its practicability as a form of room decoration.

My attention has also been called to another method which offers attractive possibilities as a means of interesting the college man. This is the use of all forms of visual education. Take the use of lantern slides, for instance. Many places like the Chicago Art Institute, the Metropolitan Museum of Art in New York, and even some of the public libraries will furnish slides for lectures on sculpture and other forms of art.

I have here another effective form of visual education—actual pictures of works of sculpture. They were furnished to me by Ewing Galloway of New York who, as many of you know, deals in commercial photographs. I want to emphasize that they are photographs, not prints, because an actual picture delivers much more visual force than a print. These pictures can be purchased at prices varying with quantities ordered. I want to pass them around because unless you handle them at close range you can not see how effective good photography can be in presenting sculptural subjects.

Prints of sculpture can be secured very cheaply from most art dealers. The Art Extension Press and E. S. Herrmann, mentioned before, are examples.

When we turn to architecture we are dealing with a subject much easier to present to men. I have never heard college men of any kind deprecate an interest in architecture. Men are naturally interested in the construction of buildings and homes. Nevertheless the average college man knows little about this subject, nor can he be counted on very heavily as an influence toward better architecture in American communities.

How much America needs that influence! We have gotten above the log cabin stage in American towns, but we are still very largely of the opinion that after all any carpenter can build a house. It just needs

1. Caproni Galleries, Incorporated, 1914 Washington St., Boston, Mass.



four walls, a good roof and a dry basement. In coming down here on the train my attention was repeatedly called to the characteristic ugliness of most towns and cities—sooty, dirty houses that are jammed close together as if they were the products of a nefarious scheme to shut out sunlight, prevent ventilation, multiply noises and heighten friction between neighbors; main streets that present an array of business buildings as bizarre as a circus poster; no city planning, no zoning laws, no organized community interest, no parks for the refreshment of the townsfolk, no playgrounds for the healthy development of the children, no provisions for the fostering of the cultural and aesthetic appreciation of the citizens. Do we wonder that young people want to get out of these towns and stay away from them? Do we wonder why so many young people come to detest their home communities!

The problem isn't one of price; it is one of taste and cultural enlightenment. One is always impressed by a visit to places on the Atlantic seaboard where the early Americans built their little communities. Homes like one can see in Williamsburg, Virginia, recently restored as of the 1700's by John D. Rockefeller, Jr., reflects a cultural background and appreciation that was lost by the generations who pushed over the Appalachians into primitive conditions. One can catch the same note of cultural taste in the old Spanish architecture of California and in the French and classical architectural traditions in the South. It is this insight into the way in which one's surroundings can be made to yield the charm of living which we need to recapture. In certain outstanding places it is being presented in modern terms. Our college people should be the ones to make articulate the new forces in American architecture.

How can we interest the college man in architecture and in our architectural needs? Certainly we can not do so without talking to him about them, without bringing to his attention the situation existing in American communities, and without getting him abreast with the architectural developments of our times. His place in this matter should be not only one of appreciation and cultural refinement but one of adequate preparation for a practical influence after he gets out of college. He should be preparing himself to help meet our contemporary problems in adequate housing, small dwelling constructions, commercial and industrial architecture, civic projects in providing parks and recreational facilities and the many other practical and challenging needs of our times.

We have many resources for the presentation of this message to the college men. It not only can come from the fine arts departments in the form of illustrated lectures in the fraternity houses and dormitories, but can also come from the architects, civic leaders, and other personalities connected with the practical affairs around our college communities. Many of our fraternities have prominent alumni who will be glad to contribute time and energy to a cause of this kind.

Other resources which we should not forget are the residence libraries in which can be placed magazines relating to these subjects and which can be stocked with some of the splendid books on the subject of archi-

ecture. The high visual appeal of the photographs and drawings in these books makes them doubly valuable.

Speaking of visual appeal reminds me that here again the gloss print photographs such as these I have from Galloway are effective messengers not only of classical architecture but, because these firms keep up-to-date on architectural developments, their pictures can be made to present the dynamic story of contemporary architectural happenings.

Music is our last consideration. In my introductory remarks I spoke of the modern college boy's lack of musical knowledge. I believe the statement is correct, a knowledge of serious music is lacking, but I believe that a more vital interest is being awakened in music than in any of the arts which we have discussed. College men are rapidly becoming music conscious, and the great influence which is bringing this about is the radio. A new gathering place has appeared in the fraternity houses and dormitories. To the dining table, piano, and the fire place, we must now add a new gathering place—the radio. I find, as probably do you, that the American boy joins the rest of America in its interest in the radio. To be sure, he listens most frequently to dance music, but some importance is to be placed on the fact that it is the nation's best dance music. This statement, however, is but a qualification to the more important observation that the national broadcasting of the symphony programs is finding our men increasingly attentive. I recall the statement of a very eminent connoisseur of etchings in answer to my inquiry as to how the college man could be attracted to an interest in this form of art. He said, "Expose them to the best—give them a chance to see etchings done by masters of the art." The principle is working out in the field of music, I believe. College men have taken an increasingly active interest in symphonic selections which have been frequently presented over the air.

Our problem is to capitalize on this increasing interest and strengthen it whenever and wherever possible. Of particular value in this regard are the libraries of musical records which some universities are making available to their students. Complete operas, and other fine records of the broadest musical scope are loaned to students to play in their own rooms or in rooms specially provided for them. What is to prevent a fraternity from spending the same amount of attention and interest on this type of library as it does on acquiring good books?

Speaking of records, are you acquainted with this book, "What We Hear in Music," published by the Victor Talking Machine Company and illustrated by its records?

Recent attempts to present opera at popular prices deserve our support. We have found students attracted in increasing numbers to the offerings of the San Carlos Opera Company at prices ranging from 25 cents to \$1.00. Group opera parties are not impossible to arrange especially when some competent person goes along as sponsor.

In the last few years I have noted the appearance of the musicale given in the chapter house. Some of the programs which I have attended were presented entirely by the men themselves, in other instances by

musicians connected with the house in some way, alumni or parents or friends. The social occasions coincident with the formal programs helped to give life and spontaneity to the affairs.

We are experimenting in our Commons with half hours of after-dinner music. On certain nights a short program is given and some one, musically competent, is asked to add a few interesting comments concerning the composers or performers.

Another type of program which I have seen presented attractively to men unacquainted with music is an informative talk on the symphonic form of composition. On the occasion under discussion the lecturer made frequent use of the piano to demonstrate themes and other technical details. The men listened attentively and appreciatively. Of course the success of the occasion was due in part to the ability of the performer.

Our tutors are working on a project which may be of interest in this connection. On different subjects, music included, they are preparing a pamphlet which can serve as a guide to anyone desiring to work along informal lines to increase his musical knowledge. The section on music is divided up into two parts, one a catechism on composers, compositions, performers, and musical terms; the second, a set of specific suggestions as to selections recommended to the beginner. These suggestions cover such matters as examples of melody, rhythm and form.

You, I am sure, can add other suggestions to the ones which I have presented. Music is one field where the American boy is advancing. I believe that he will move forward whether we do anything or not, but it is in our power, yours and mine, to hasten the progress.

The task which I have had set before me this morning has been a practical one—a matter of presenting definite suggestions on what we can do toward helping the average run of college men get a start in painting, sculpture, architecture, and music. There is a more basic consideration, however, upon which this entire discussion rests. What is the objective of such efforts? Why are we attempting to interest him in the fine arts? Is it to inform him on topics for polite conversation, to interest him in the approved thing, or to outfit himself with a charming coat of intellectual insincerity? Of course not! It is to help him find the solace, the satisfaction, the stimulation, and the inspiration in music. It is to enable him to catch the stirring force or the quiet communication of great painting and great sculpture. It is to make it possible for him to realize that charm of life and effectiveness of living can be captured from bricks and stone, from arrangement and decoration, from tree and flower, from lawn and vista. It is to demonstrate the eternal truth that the great arts do communicate vibrant messages that defy exposition, and make insignificant even our praise of them. But before he can share those values to the fullest, his is the task, as is ours, to equip himself with an understanding, with a background that forms an introduction. And of introductions we have been speaking this morning.

I have heard Lorado Taft in one of his lectures relate an incident of his summer camp. Do you recall it? He and a group of artists were

admiring and discussing the unsurpassable glories of the evening sunset. Standing beside them, unnoticed but very attentive, was a little farm boy who frequented the camp. When the group broke up, Taft found the little fellow still beside him, looking eagerly up into his face. "Mr. Taft, would you mind," he said, "Would you mind if tomorrow I brought my father and mother so they could see the sunset too?" It seems to me that in this instance the little farm boy in his way and Lorado Taft in his, were demonstrating their capacity to represent great things. It is upon our capacity, yours and mine, in this same regard that I am calling this morning.

**President Tolbert:** We thank Dean Armstrong very much. I am sure that we all appreciated this splendid presentation of so vital a topic.

**Reinow:** Perhaps I am selfish, but one of the things which attracted me to this program was the subject introduced by Dean Mitchell—the work that is being done for these students in the submerged or lower class. Is your program, Dean Mitchell, similar to the Minnesota plan which is to provide a separate college for those students who evidently are not of college ability?

**Dean Mitchell:** All freshmen who enter L. S. U. enter in the lower division. We do not have merely a group of "boneheads" or "leather heads," and we got the idea after seeing it work. We felt that in our situation the general education of these students ought to be continued beyond what it was when they got here, regardless of their particular ability to do college work.

**Reinow:** What do you do with the student who enters who is perfectly competent to do college work?

**Mitchell:** He is requested to take English, and we do require all of them to take a year in social science. But our general college courses have rarely been followed, so that a student who knows he wasn't to go in Agriculture, Mechanics, Engineering, Chemistry or Arts and Sciences, may elect courses in the lower division that will enable him to finish the advanced course in the next three years. Only four years are required for his bachelor's degree, if he knows what he wants to do. Most of them who come know what they want to do.

**Reinow:** But do they come with the idea that they are going to do one thing? Youngsters often don't know what they want to do.

**Mitchell:** We do require solid subject matter for all. One year's course of military science, and the elementary ones in the social and natural sciences and two vocational courses.

**Reinow:** What do you do with the student who knows what he wants to do and who says to you, "I want to continue studying medicine"?

**Mitchell:** We would allow him to take two sciences for a year to make his social science, and English, mathematics and foreign language. We do not allow him to take more than 18 hours or less than 16 hours.

**Reinow:** What you have done is simply to modify what we would call the old standard courses to suit the desires of the students?

**Mitchell:** Yes, sir. If the student comes in and thinks he knows what he wants to do we let him do it.

**Reinow:** How do you know whether he knows?

**Mitchell:** We don't know. We attempt to guess at it. We have tried checking the high school records, but we find that that is not satisfactory. Dr. Garig made a check on high school marks three years ago, and these marks representing all schools average 86 per cent. We find that we simply are not able to tell about the high school classes. I don't know whether it is common over the country at large; different school systems in different states have such different standards of marks, but such is the case here. We do give English tests and psychological tests, and then place students according to these data.

**President Tolbert:** We have only one-half hour before lunch, and there are two or three committee meetings, so I think it is advisable to adjourn until 1:30 p. m.

(MEETING ADJOURNED)

## FRIDAY AFTERNOON SESSION HOTEL HEIDELBERG

March 1, 1935

**President Tolbert:** Gentlemen, I present Dean Alderman who has charge of the Question Box.

**Alderman:** I will give the results of the questions which you answered yesterday. We will discuss the topics in order of the frequency of importance as you designated them.

### The Question Box

1. Are you successful in directing student opinion through (a) student government? Yes, 14. No, 2. Qualified, 4. (b) conferences with student leaders? Yes, 26. No, 1. Qualified, 2.

2. Does your institution censor or in any wise control (a) the college newspaper? Yes, 16. No, 12. Qualified, 1. (b) College comics? Yes, 9. No, 7. Qualified, 1.

3. Are there evidences of a radical movement among the students of your campus? Yes, 14. No, 16. Qualified, 1.

4. Do you allow freedom of speech and action, even to the extent of permitting the organization of Communist and Fascist groups? Yes, 14. No, 9. Qualified, 1.

5. Do you approve the National Student League and similar organizations? Yes, 7. No, 10.

6. Are your students represented at the conventions of the N.S.F.A.? Yes, 20. No, 10. Qualified, 2. Do the delegates come back with constructive ideas? Yes, 7. No, 10. Qualified, 3.

7. Do you require dormitory residents to sign contracts? Yes, 12. No, 17.

8. Do you regard the Health Program at your school as satisfactory? Yes, 14. No, 14. Qualified, 2.

9. Do you have Freshman Days or Freshman Weeks? Yes, 27. No, 3. Qualified, 2. Do you expect to continue it? Yes, 26. Qualified, 1.

10. Do you have a central Records Office or some other arrangement for consolidating student records? Yes, 23. No, 9.

11. Do you have a personal interview with each freshman? Yes, 18. No, 11. Qualified, 1.

12. Do you give much time to vocational guidance? Yes, 10. No, 18.

13. Do the editors of your college paper or year book share in the profits? Yes, 22. No, 7.

14. Do you feel responsible for seeing to it that students pay their off-campus debts? Yes, 11. No, 14. Qualified, 4.

15. Is legal action ever taken to collect student loans? Yes, 11. No, 14.

16. Do you have "cooperatives" on your campus? Yes, 6. No, 23. Do they play any large part in reducing the expenses of students? Yes, 3. No, 6.

17. Do you administer or help to administer the F.E.R.A.? Yes, 22. No, 7. Should the F.E.R.A. be continued? Yes, 21. No, 5.
18. Must students who do outside work for self-support carry a reduced schedule? Yes, 14. No, 13. Qualified, 3.
19. Are students participating in major extra-curricular activities allowed to carry a normal academic load? Yes, 28. No, 2.
20. Is there increasing pressure for athletic scholarships? Yes, 8. No, 22.
21. Does your institution assume full responsibility financially toward the man injured in intercollegiate athletics? Yes, 17. No, 14.
22. Are athletes deserving of special faculty guidance? Yes, 17. No, 11. Qualified, 1.
24. Are the scholastic records of freshmen available for freshman rushing? Yes, 23. No, 1.
25. Have the fraternity "criteria" been of marked benefit on your campus? Yes, 7. No, 12. Qualified, 4.
26. Do you have periodic inspection of fraternity houses? Yes, 11. No, 12.
27. Do you take the privilege of pledging away from fraternities that are not solvent? Yes, 7. No, 15.
28. If finances are not in good condition, should parties be denied the fraternity? Yes, 14. No, 4. Qualified, 5.
29. Should girls be allowed to visit fraternity houses when chaperones are not present? No, 26. Qualified, 1.
30. Can a dean, if he is a disciplinary officer, gain the confidence of students? Yes, 22. No, 2. Qualified, 5.
31. Do you, as Dean of Men, concern yourself about students who are failing to make their marks? Yes, 25. No, 8.
32. Should the men's department of the F.E.R.A. be administered by the Dean of Men's office? Yes, 19. No, 17. Qualified, 2.
33. Do you have an effective "Dads" association at your school? Yes, 5. No, 28. Qualified, 1.

### Topics Suggested for Discussion at the Question Box Session



#### SECTION I

##### **Student Opinion and Attitudes—Their Direction**

1. Direction of student opinion through student government.
2. Are conferences with officials of major student organizations profitable?
3. Student reaction to the changed legal and social status of liquor.
4. The drinking problem, if there is one.
5. Do college students today have any real sense of loyalty to the institution of which they are a part?
6. Is the easy indifferent attitude of the present day student the result of our Public School system of education—that is, every fellow should take only whatever subjects he likes?

7. Good manners—or is the gentlemanly sort of student becoming obsolete?
8. Honor in examinations and other college relationships.

## SECTION II

### Freedom of Speech and Organization

1. To what extent should the officers of the college or university refrain from interfering with the student press when the newspaper is placing the university in an embarrassing position.
2. Is censorship of so-called "college comics" in effect at your institution?
3. Is membership in the N.S.F.A. worthwhile?
4. Is there a real radical movement among a significant number of students on the college campuses in the United States?
5. Under the cloak of "freedom of speech and action" should students be permitted to organize Communist and Fascist groups and spread their propaganda?
6. What has been the influence of and what type of activities are sponsored by chapters of the National Student League?
7. What should be the attitude of the deans toward a chapter of the National Student League on the campus?

## SECTION III

### Regulations

1. Would it be advisable to try to get the Dean of Men's organization to try to draft certain rules and regulations for the Universities represented so that students could be told "These rules are in general use in universities and colleges of the United States?"
2. Believing that the fewer rules and regulations you have the better off you are, would it be possible to get the Deans of Men to agree what a minimum list of rules should include, I mean have a committee appointed to make recommendations to the group.
3. How do you justify holding students to University rules when faculty members pay but little attention to them.
4. Has any Dean of Men a good solution to the absence problem and, if so, what is it?

## SECTION IV

### Unions, Dormitories, and Dining Halls

1. Operation and maintenance of Student Union Buildings.
2. My question is how best to manage men's halls.
3. Do you require dormitory residents to sign contracts?
4. In urban colleges, should all boarding students be required to live in approved boarding houses?
5. How do you handle the housing of students other than those living in dormitories or fraternities?

## SECTION V

### Health Program

1. The hospitalization of indigent students, especially in emergency



cases. In a broader form, this question might be better put in this way: "What are the various institutions doing to look after the health of students in a preventative way; and, secondly, and of vast importance, after the student becomes sick."

2. How are Deans of Men looking after the health of their students?

## SECTION VI

### Curricular and Academic Questions

1. Are we doing anything significant during Freshman Week or Freshman Days? If so, what?
2. Do Freshman Orientation courses improve the college performance of undergraduates?
3. What is the real purpose of the first two years of college work?
4. Is a college or university justified in lowering its standards in order to keep low students on the campus, when, because of the depression, it would be impossible for them to find anything to do if they were forced out of college?
5. How is it possible to maintain standards when source of support requires numbers to secure aid?
6. How large should a class be for the most effective teaching-learning to occur?
7. Why should mathematics be deleted or curtailed in the high school, when if properly taught it provides the mind with correct mental processes?
8. Why should the teaching of Latin in the high school be eliminated, when the great lack of the present day student is an ability to understand English either written or spoken?

## SECTION VII

### Counselling, Guidance, and Placement

1. What is the best method of consolidating student records which are valuable in guidance interviews.
2. What are the perils of card catalogues.
3. Counselling Freshmen on (a) How to study; (b) Scholarship; (c) Extra-curricular activities; (d) Social life; (e) School traditions.
4. Another project may be of interest to the Deans. During the past two years I have had a personal interview with all the freshman men, with some mutual profit to the men and to myself.
5. Are Deans of Men giving much time to vocational guidance and in what way?
6. What are the best books on vocational guidance?
7. Was it easier to place the graduates of the Class of 1934 than it was those of the Class of 1933, and do you anticipate that openings for college graduates this June in your section of the country will be better than last summer?
8. What can be done to take care of the "stupid student"? I have become very much interested in the way Minnesota is handling this problem. I believe Nicholson would have a real message along this line.

## SECTION VIII

**Loans, Scholarships, Salaries, Cooperatives**

1. To what extent should a Dean of Men be expected to see that students pay their bills, particularly to off-campus parties?
2. Is legal action ever taken to collect student loans?
3. Are alumni paying more promptly than in the last year the loans made them while undergraduates?
4. Journalism "salaries" for work on student publications.
5. Should any student occupying any position such as editor, etc. be paid for his services?
6. Scholarships and student aid.
7. Are cooperatives generally found on the campuses and do they play any large part in reducing the expenses of students?
8. In the awarding of scholarships, should the institution discount in part the applications of students who can afford to belong to fraternities?

## SECTION IX

**F. E. R. A.**

1. The method of handling F. E. R. A. funds, selection of students, etc.
2. F. E. R. A. program and procedures.
3. Is the F. E. R. A. a success on your campus? Should it be continued?
4. Is the administration of F. E. R. A. employment centered in the office of Dean of Men in your institution?
5. In the awarding of F. E. R. A. jobs should the institution look less favorably upon those who can afford to belong to a social fraternity?

## SECTION X

**Control of Outside Work, Activities, and Schedules**

1. How many college hours should average students be permitted to carry while employed?
2. What methods are used to control the amount of outside work done by students?
3. To what extent should a college control extra-curricular activities? For instance, should the average football man be permitted to carry the normal load of academic work?

## SECTION XI

**Athletes and Athletics**

1. Do you feel that the growth of professional football has affected the position held for many years by college football? If the answer is "yes," is your reply based upon comparative gate receipts? Also, if the answer is in the affirmative, do you believe that college football will be of decreasing importance even as college baseball has declined? Do you think this trend is educationally good or should it be deplored?
2. Athletic shams in intercollegiate sports.
3. Is the pressure to have "athletic scholarships" increasing?

4. What is the responsibility of a college toward a man who has been injured while participating in intercollegiate athletics?

5. Are athletes deserving of special faculty guidance? With such guidance we have been able to save many of our men for competition by helping them establish their scholastic eligibility.

6. Are we coddling certain types of students, notably football players?

7. Intra-mural athletics: How secure general participation without fostering over-indulgence?

## SECTION XII

### Honorary Fraternities

1. The honorary fraternity situation.

2. Should not the meaning and ideals of a Blue Key fraternity on the campus be very much clarified? At present, there seems to be little uniformity.

## SECTION XIII

### Social Fraternities

1. It seems to me that we devote a tremendous amount of time to fraternities. If you could keep clear of them during the "Question Box" hour, I think it would be a distinct advantage.

2. The signs of the times seem to point to a growing opposition to fraternities in the country at large. Is this situation as grave as it seems, and are fraternities really on the way out, or can they be saved, at least the stronger ones?

3. Are fraternities waning as an influence in college life?

4. Have we come to the time when we ought to recognize that we have been playing rather a child's game with the fraternity problem? I think nothing has tended to bring out the inherent weakness of the fraternity system in colleges and universities so much as this period of depression. I think the time has come when colleges and universities will have to take a much firmer stand, even in the face of an irate alumni, and either incorporate these fraternities and sororities into their educational system or get rid of them. Up to the present time we have done neither.

5. The training of fraternity pledges.

6. Should the Dean of Men insist on a course in pledge training before initiation?

7. Last year twenty men said that scholastic records of freshmen were available for fraternity rushing, while eight answered "no". This question might be asked again to see if the trend is to make such records available or whether the idea is developing that such records should be kept from the upperclassmen. I also think I would re-ask number three, not that I care particularly, but it is a convenient way to get the matter of "resident proctors, advisors, and tutors" on the program.

8. How to help fraternities financially who are about to lose their chapter houses.

9. How far shall the college go in helping a fraternity to revamp its financial affairs so as to put it on a sound financial basis?

10. In the minutes of the Interfraternity Conference Meeting, there

is repeated reference to the obligation of the institution to come to the assistance of fraternities, by providing free tuition or fellowships for counsellors, providing accounting services, etc. Unhappily, the institutions themselves are in straightened financial condition. Most of them have had a reduce staff, release fellows, assistants, cut salaries and resort to other measures to effect the necessary retrenchments. In state institutions, appropriations have been drastically cut; in endowed institutions, income has been even more reduced. Every dollar counts. Can one rightfully, under present economic conditions, ask the institutions to take measures which will cost them money, in order to aid fraternities?

11. Should fraternities be required to have house mothers?

12. I would also like to have a poll taken relative to the practice of requiring house mothers in fraternity houses. We would be interested in the arguments both for and against the question.

13. What, if any, has been the influence of the criteria of the National Interfraternity Conference upon fraternity and institutional relations?

14. What attitude should college deans take with respect to the "fraternity criteria" and its application on their respective campuses (this criteria appears on Page 145 of the Yearbook)? It is my opinion that all fraternity chapters should adopt this criteria as a matter of policy and devote concerted action in support of it.

15. How frequently are fraternity houses inspected, and what is the nature of the inspections.

16. Should financial solvency of a fraternity be made a condition of pledging new members?

17. The minutes of the Interfraternity Conference meeting record a long debate between Dean Thompson and Conference representatives on the question of chapter mergers. The Conference adopted a "bill of rights," repeating the proposal that it sanctions mergers and declaring each fraternity the sole arbiter of its own membership. Should an institution ask the dissolution of a weak chapter on financial grounds solely, if the scholarship and the social conduct of that group is good, but the financial situation hopeless and growing worse?

18. On Page 59 of the 1934 National Interfraternity Conference Yearbook there appears a discussion of fraternity mergers by Dean Thompson from the University of Nebraska. Dean Thompson indicates that this problem has been satisfactorily solved on his campus, but I doubt if the procedure there can be universally adopted. I feel that a poll might be taken on this question.

19. Is consolidation the best way to handle the problem of the failing fraternities?

20. Are university deans justified in actively encouraging freshmen to pledge to fraternities?

21. What can universities and colleges do to strengthen fraternities and increase their usefulness as campus organizations for the promotion of the intellectual, social and physical welfare of students? I believe that fraternities can serve as a convenient medium of personal contact

between students and faculty, but that they too often fail to accomplish this purpose.

22. Should the Dean's Office require Fraternities to report monthly on their collections and bills?

23. If Fraternity finances are not in good condition, should socials and other privileges be denied?

24. Should girls be allowed to visit fraternity houses at any time unless chaperoned? Should there be any difference here with regard to whether or not it is a city college?

25. Is it true that at the present time "the generally accepted standards and conventions of society disapprove of the presence of women in fraternity houses except when proper chaperones are present"? The University of Michigan has taken the stand that this is true, but some have said that we are out of date.

26. Is it reasonable to take the position that the use or presence of liquor in a fraternity house is detrimental to the best interests of the fraternity and the college?

27. Should sectarianism in fraternities be discouraged or encouraged?

28. "A report on the various plans for governing fraternity affairs by means of alumni boards or fraternity-university boards, such as those being used by Kansas University and Leland Stanford."

29. It seems to be the universal policy of colleges to have an orientation program for freshmen. This program varies in length from one week to a whole semester and in this way frequently conflicts with fraternity rushing. On many campuses this represents a real problem in fraternities adopting the plan of deferred rushing, which in turn reduces the membership in fraternities and means that pledging comes late in the first or not until the second semester. The financial burden upon fraternities is thereby greatly increased. The question, therefore, is what can be done to relieve fraternities of an added financial burden because of freshman orientation programs?

#### SECTION XIV

##### **Social Life**

1. What has been the influence of the depression on social activities of students?

2. Chaperones—who shall they be and what is their responsibility?

3. How is the chaperonage of college dances managed and is it successful?

#### SECTION XV

##### **Functions of the Dean of Men**

1. The duties of the Dean of Men. What duties are placed on him which in our opinion do not reasonably belong to him. The Dean is often in the same situation as the Registrar, namely that duties are assigned to his office simply because nobody else wants them and a great deal of his time is taken up in that manner.

2. Should the jurisdiction of the deans of men be extended to in-

clude the entire student life, with the corresponding change in title to Dean of Student Affairs or Dean of the University or Dean of the Administration, etc?

3. How coordinate the work of Dean of Women and Dean of Men so as to result in student morale and institution-wide welfare.
4. Why do we not have more deans of men in the high schools?
5. Is the chief function of the dean that of counsel or discipline?
6. Should the duties of the Dean of Men be extended so as to cover attendance, scholarship, social programs, or should it be restricted to that of personal counsellor?
7. Student discipline: (a) How handled? (b) Who constitutes the committee? (c) Part Dean of Men should play?
8. Can a dean, if a disciplinary officer, gain the confidence of the students?
9. Should the Dean of Men concern himself about students who are failing to make their grades? If so, what action should he take.
10. To what extent should the Dean of Men concern himself with the finances of fraternities?
11. Campus social life: To what extent is the Dean of Men responsible for its planning and supervision.
12. Should the men's department of FERA be administered by the Dean of Men's office?
13. Is attendance on the New York Interfraternity Conference essential for a Dean of Men?
14. What are your office hours as Dean of Men?

## SECTION XVI

### Miscellaneous

1. Do alumni clubs or individual alumni play any formal part in your admission plan?
2. How many institutions have effective "Dads' Associations" and how are they promoted?
3. There seems to be a growing tendency on the part of various institutions to carry on intensive campaigns for additional students. This seems to be especially true in the field of athletics. In what way can Deans of Men encourage the desirable aspects of this movement and discourage the undesirable aspects?
4. What is the best solution to the ever present problem of what to do with over-zealous religious workers who interfere in various ways with programs of institutional administrators? This is a rather touchy question and it may not be wise to include it. I think that there are several of us who might enjoy airing our views in regard to it.

## Classification of Topics Submitted

Topics for the Question Box are listed in order of the frequency in which the members of the Conference wished to have them discussed.

1. Student Attitudes and the Directing of Student Opinion.
2. Freedom of Speech and Organization.

2. Counselling, Guidance, and Placement.
3. F. E. R. A.
3. Functions of the Dean of Men.
4. Loans, Scholarships, Salaries, Cooperatives.
5. Health Program.
6. Social Fraternities.
7. Athletes and Athletics.
8. Honorary Fraternities.
9. Curricular and Academic Questions.
10. Unions, Dormitories, and Dining Halls.
10. Control of Outside Work, Activities, and Schedules.
10. Social Life.
11. Rules and Regulations.
12. Miscellaneous.

**Alderman:** The first topic is "Student Attitudes and the Directing of Student Opinion." I shall ask Dean Corbett to introduce that subject.

**Corbett:** It seems that Questions No. 1 and No. 2 (Section I, Topics Suggested for Discussion) are under the same head. In the smaller institutions it is certainly evident that it is possible to do something toward the direction of the student sentiment through student government and through conferences with the officers of the student organizations. In the larger institutions it is not possible. I think that our tendency is not to direct or attempt to direct student opinion, but to lead the student opinion.

No. 3. It does not seem to me to be any great student reaction to the change of the legal and social status of liquor. Some institutions face the problem of cocktail parties that seem to be taking the place of teas, and just what can be done in the way of handling this problem is a real question.

No. 5. The question is "Do college students today have any real sense of loyalty to the institution of which they are a part?" It seems that the opinion is that college students today have more sense of loyalty than seven or eight years ago.

No. 7. The opinion of the majority is that we still have gentlemen among our student body and that a good many are not observed. I think that the opinion is that we must still continue to keep temptation from the student, and our example should be good.

**Alderman:** The question is open for discussion.

**Stephens:** I happened to be responsible for two questions—three and seven. Number three does have pertinency. A good many of our students go to the hotels for the cocktail hour, but which insofar as your cocktail part is concerned is more meaningful in its ultimate outcome. It has become very definitely social. The social columns of the papers evidently set forth such a fact as "Mrs. Jones is going to give a party for her daughter". It seems to me there is an unrest in the sentiment of our senior students. I am interested as to whether this trend has its counterpart generally elsewhere.

**Armstrong:** I say that we are having the same type of problem. We

feel that the situation is very satisfactory at the present time due to the fact largely that we are attempting to control it by the organization that generally takes care of those affairs. We always had people on the gates, and have no trouble on the dance floor. The most difficulty is that with the barroom located in the building. It has given rise to a number of questions. I don't know the solution.

**Alderman:** We will go on. The next topic is "Freedom of Speech and Organization." Dean Turner:

**Turner:** With reference to question No. 3 (Section II, Topics Suggested for Discussion). It appears that we have the president of the N. S. F. A. present and perhaps we could ask him to speak.

No. 1 and No. 2 are along the same line. I have been on the board of control of our institution for seven or eight years. It is a mixed faculty-student board and is in charge of student publishers. We elect our editors and business managers with the thought that we are electing responsible people, and no attempt whatever is made to read what goes into the publication. Our thought is to put someone in who can do the job and if he fails, if things are printed that should not have been, he is removed. I believe the addition of a press agent to the Board will satisfy the students that the board is trying to do a good job. I am pretty much against any attempt to censor. After three years of training if they have not learned by that time what should or should not go into the paper we will try not to put them in.

Nos. 4 and 4. They tie up closely together—six and seven too. With reference to four and five. It depends on whose newspaper you are reading as to whether you think that is so. Our radical element brought forth a ticket on the election of officers. They got twenty votes out of the total number cases. "Should students be permitted to organize Communist and Fascist groups." I would answer that in this way—that as long as it is the local group and they are not doing too much publishing and resolving there is no harm. But when a paid worker comes into the community trying to work along those lines I think it is time to step into it. We had a group that was "stalling" along under the name of a social science group, and when this worker came in it was a different matter. I don't think that as long as it is a few local groups and not too obnoxious there is any harm, but when it becomes obnoxious, it is your business to get into it and say it has to stop. The National Student League club has never been recognized. On our campus it was recognized for a little while and recognition of the organization was withdrawn. They sanction a program something like this: The elimination of compulsory military training; an investigation of the student working conditions; an attempt to help raise privileges and rights of negroes. Some are all right, some are not so good; it depends on the individual condition. We don't see any objection to the organization if it was really doing the thing it was supposed to do; but my impression is that it is backed up by paid organizers, under such circumstances, it is useless.

**Neblett:** (President of N.S.F.A.) I am not the president now; I am the president-elect. I think the N. S. F. A. needs no defense. It is in an inter-collegiate community group plan. It is not interested in car-



rying forth any particular ideas. The president of Vassar College made a fine speech last December, in which he not only recommended the work of the Federation, but appealed to all college presidents all over the United States to support it. The N. S. F. A. was organized ten years ago and is continuing an active campaign consisting of weekly radio broadcasts, and issues a monthly magazine and a weekly news service. It carries on International student issues, student travel, and is the only organization of America that brings foreign debaters into this country. Last year 45 debaters from foreign countries visited American Universities. Also there is a travel service and series of surveys are made each year. Correspondence is handled through the office of the N. S. F. A. The N. S. F. A. is the only student organization in America that appeals to the Federal Government to grant relief to students. It was announced by President Roosevelt that there would be Federal Emergency Relief. The nation was working on suggestions of Secretary Roper at Washington, where there is now an organized institution in effect. At Boston, we suggested to Commissioner Baker that there should be a Bureau of Youth Service that would give thought to problems of solving this question. I think you want to be perfectly clear that the N. S. F. A. and the N. S. L. are two separate organizations.

**Bursley:** Dean Turner spoke of chapters being recognized by the University and having their recognition taken away. I would like to ask what is involved in the official recognition of the organization. What can they do when they are recognized?

**Turner:** We have a Board of Control. All candidates must apply to the Board of Control.

**Julian:** I don't know how many you have at Illinois. We went along with them for a part of the time and is caused a lot of trouble. The students have a majority on every Board except the Athletic. Selections of editors and business managers are made through the Board of Control and they hire and fire.

**Turner:** Is there any censoring?

**Julian:** No, sir.

**President Tolbert:** At the University of Florida, Mr. Pitts is chairman of the Board of Control. The publication cleared \$8,000.00 in five years and gave it to the University and evidently are going to clear another \$8,000.00 this year.

**Lobdell:** Do they make more money than the dances.

**President Tolbert:** No. The dances make more money.

**Miller:** We have been having an interesting time. All of you read some of the publications we got through the fall in connection with the students who were expelled. We have had this sort of experience. That is the sort of thing we talked about a number of times, and many other similar matters stimulating intellectual interest in the heart of the students and criticism of the fact that American students have a lack of interest in current affairs, state, political, economic, social. We are having the experience that that sort of interest is growing in leaps and bounds, and we have rather a considerable amount on our campus and they are not Communists or Socialists. They are intellectuals. The

leaders are among our debaters, some of whom have very brilliant minds, and they are taking an active interest in social and economic problems. Their department has grown to be the second largest in the University, and that turn away from the other departments into the economic departments is an interesting indication of interest in that field. The political science department has grown also. These students have an active interest in the problems of social and economic life, which are most difficult to deal with and we have always wanted to stimulate that interest, and personally I find it very disagreeable to have to do anything that savors of throwing a wet blanket on their activities. But it does give rise to some very difficult problems. We have to face that. This group on our campus has taken the lead and has gone in for students politics and has won out—they are not radicals in the sense that they are trying to organize on those lines, but they are interested in these sorts of problems. We have been trying to get a compromise and to give these folks the opportunity to have their meetings, and are organizing different groups to discuss the matter, and also to have freedom of speech as far as we can grant it, but at the same time to have some faculty supervision and control of the meetings and avoid the outside adventurers.

**Alderman:** Dean Moore of the University of Texas will present Topic No. VII (Topics Suggested for Discussion).

**Dean Moore:** If I understood Dean Greenleaf this morning, he listed the function of counseling as the most important function of the Dean of Men. Most of us would list that as being of supreme importance, although I am not sure that the student body understands that fully. In order to make sure that these questions will be answered properly, we are going to make this a sort of discussion. I will "pass the buck" as rapidly and intelligently as I may, but for fear that some important topic is passed over, I have put down some names and I will call on you. To settle a bone of contention I am taking the position that Deans of Men are born rather than made. You may give a certain individual all the training possible, intending to make him an intelligent counselor, but unless he has a broad background of education and culture, unless he has a spirit of human sympathy in his heart, unless he has a sense of humor, he is not going to be a very successful counselor. He must be able to turn what he gets from the boy back to the boy so that it will be a joint piece of advice. I think the casual visitor to our group might get the wrong impression. We frequently break down and admit that the Dean of Men should be more intelligent, tender, kindly, sympathetic, the most capable, and must carry true responsibility on the campus. We will not claim that we are that type of Deans of Men. We set that up as an ideal. We look to one or two or three of the members of this group as being along that line. I believe that the vast majority of this group have those qualities. So I am suggesting that that background of experience is the supreme source of effective work as counselor.

In regard to specific questions. "What is the best method of consolidating student records which are valuable in guidance interviews."

(Section VII, Question 1, Topics Suggested for Discussion). The most complete and voluminous set of such records is to be found on the campus of Urbana.

**Turner:** The best method is to get one single file for each man. Dean Coulter does not approve of that but we are called to go back about 15 or 20 years, it is the only way. The files can then be put in the file.

**Moore:** In regard to our experience at the University of Texas during the current year, the greatest help that this compilation of card indices has been to us is to provide a means of getting to work some F. E. R. A. laborers.

The next question: "What are the perils of card catalogues?"

**Coulter:** I think the answer to that is the weakness of the Dean in the flesh—to shove off the burden of responsibility on the catalogues.

**Goodnight:** We have the freshmen convocation each week and good advice is poured upon them there, and I had the pleasure of going before each group each fall. I do a good deal of it in going around to address fraternity groups, and a lot of it is simply individual counseling as the individual freshman comes in and advises that he is in trouble. The work differs in different institutions a good deal. One function that is common to most of us I don't have anything to do with. We have a subordinate dean called the Junior Dean, whose business is especially to look after the scholarship of the freshmen in his particular college. If I want to know anything about that I can telephone to the Dean and get the information in a few minutes. Somebody else can answer this much better.

**Lancaster:** Some years ago in an institution in which I was formerly connected, I was looking over some student records and I ran across a boy's report. He had straight "A's" on all courses except "How to Study," in which he had an "F". What I want to say is this. We have had some real measures of success in our institution in a certain course which we give once a week in the first semester. We take up a variety of subjects and probably spend five or six afternoons on this subject of how to study. I don't know how much good it does, but some suggestions have been helpful to quite a large number of students.

**Moore:** The next question is "What are the best books on vocational guidance? (Section VII, Question 6, Topics Suggested for Discussion).

**Greenleaf:** I have been engaged in writing the Guidance Leaflets. We also have lists of books on vocational guidance. If you are interested in a list of books, I will be glad to send them to you.

**Moore:** Question No. 7 (Section VII, Topics Suggested for Discussion): "Was it easier to place the graduates of the Class of 1934 than it was those of the Class of 1933, and do you anticipate that openings for college graduates this June in your section of the country will be better than last summer?"

**Lobdell:** I can answer that; it was twice as easy last year as it was in 1933.

**Moore:** Do you anticipate that openings for college students this June will be better than last summer?

**Lobdell:** Yes, very much better. I can give you one or two reasons or instances. A certain industrial concern for the past three years has not taken any graduates and is this year to take on 100. There are many similar instances, although not so striking as that.

**Moore:** Mr. President, as a good Southerner, I would like to remark that Dean Lobdell is one of the most intelligent damn Yankees that I know. The last question is: "What can be done to take care of the 'stupid students?'" (Section VII, Question 8, Topics Suggested for Discussion) They have never found any answer except to graduate such students.

**Alderman:** The next topic is the F. E. R. A. I shall ask Dean Goodnight to take up the general situation.

**Goodnight:** I presume the F. E. R. A. set up is the same in all institutions. I am glad to say that the requirements have been modified somewhat so that we can place some students at a somewhat lower stipend per month and thus engage more students in F. E. R. A. work. Also the original regulations that one half must be new and one half must be old students requiring a great many departments to take on work for freshmen in which the freshmen were totally unqualified have also been released. We make the requirement that the student shall maintain a "C" average. If the student falls below the "C" average, he is dropped and his position is given to someone else. Most departments have submitted programs. I have a list of five pages of projects of Farm Boards in which students in F. E. R. A. work are employed. Our registrar, Mr. Holt, sent out 12,000 letters outlining prospects of work. He sent those to high school principals over the state, parents and prospective students. From those 12,000 we had 3,000 applicants, and we were able to accommodate about 900. As to placing these men on the jobs, the assistance of the junior deans was first called. Students were classed by colleges and the lists were referred to the College Deans in each case. All of those were then brought to the Central Committee and it made an investigation as to the financial condition of the individual, and the departmental request for certain individuals were honored in every case where it could be shown that the need of the student deserved the position. A great many were met in this way and it has been very satisfactory. Financial need, character of scholastic work and integrity of character were the three principles in guiding the committee in making its general appointments. The Central Committee had an advisory staff of 25 faculty members, on whom they called on for aid in placing these students. When the student worker is accused of being a "chiseler" or of having a position for which his need is not acute, the question is immediately referred to the Wisconsin Emergency Relief Board which takes the matter up with the National Relief organization in the home of the student. If the report is to the effect that the student should not have that work, he is immediately relieved. There is a question here with regard to membership in fraternities and sororities. (Section IX, Question 5, Topics Suggested for Discussion). A great many of our fraternities and sororities are composed of students who are earning their own way, and we have not discriminated with a student because he was

a member of a group, but have warned all students that those who come to the university to get a F. E. R. A. job and then pledge to get initiated in a fraternity will be dropped from the roll. That is the only discrimination we have made. On our campus the work is really successful and desirable and we hope that it will continue. One question is whether that work should be lodged in the office of the Dean of Men. (Section IX, Question 4, Topics Suggested for Discussion). Suffice it to say that last year the C. W. A. came upon us very suddenly and the state director of the C. W. A. called us up and said, "Why don't you put on some jobs—some while-collar jobs, for students." All Saturday afternoon I was called and told that my office was the employment office and was to be open at 7 o'clock Monday. At 7 a. m. Monday morning there were over 600 people around my office. It completely disrupted the work of my office for something more than a month. Then the F. E. R. A. work loomed on the horizon.

**Julian:** May I ask for a show of hands as to how many institutions drop F. E. R. A. workers who pledge to a fraternity or sorority after he is put on the F. E. R. A. roll.

**President Tolbert:** Will you please hold up your hands. Those who do not have such regulations first.

Five hands.

Now those who have regulations that you will not appoint fraternity members to F. E. R. A. jobs.

Nobody.

**Alderman:** We will stop this discussion at this time. The next topic is "Functions of the Dean of Men." (Section XV, Questions 1 and 2.) Dean Stephens.

**Stephens:** I am sure that we all recognize that Dean Alderman has done a fine job, but as you hark back to the discussion it will be obvious to you that after a fashion, at least, we anticipated at least a part of it.

I am interested to offer a bit of comment on the first two questions. (Section XV). It seems to me it is obvious that colleges and universities differ in their nature and in their degree of possibility of being standardized. When you think of the functions of the treasurer, coach, nurse, etc., and the limitations which attach to such offices you would hardly differ. There are certain kinds of offices in which this may not be true. It will depend on the size of the institutions as to what their duties will be. Dean Goodnight mentioned that they have a personnel office there which absolutely takes care of the matter of employment. Counseling and guidance would be aided in a number of institutions if they had an office for that purpose. The primary function of the Dean of Men is to serve as a counselor, a friend and a guide to the student in those affairs that are his, particularly of a personal sort. In one college, a former dean was pretty narrow. He confined his own functions to formal matters, very largely to those of graduates. I am sure that a student would have dreaded calling on that Dean. His successor is a very much different man. This new man is actually engaged in functions which his predecessor did not carry on at all. In all manner of

things it brings us back every time to face the same character of the university or college organization.

Noting some particular questions, No. 3. (Section XV, Topics Suggested for Discussion). It would seem to me that in the logical situation the Dean of Women should. At Washington University, the Dean of Students does exercise what may be called a final authority where they are of a personal sort.

With reference to question 4 (Section XV, Topics Suggested for Discussion), my own thought would be this. The function is essentially new. You do not have many high schools that have Deans of Women, though there are surely more having Deans of Women than Deans of Men. That we are likely to witness a particular growth, I very seriously doubt. The schools and the people back of it are too reluctant to spend the money necessary to employ one in such a position.

Question 6 (Section XV, Topics Suggested for Discussion) is more or less mixed. I think your scholarship and attendance would ordinarily belong to the Dean's particular division—the Dean of Engineering, Law, Medicine, and Art. It seems to me that a Dean of Men who carries personality would find himself involved. I don't see how it could be otherwise.

Question 7 (Section XV) is next. I think we can deal with the next one also. There is generally a discipline Committee consisting of a Dean and other faculty members. As to whether he can best serve in his other capacities, I don't know.

"Should the Dean of Men concern himself about students who are failing to make their grades?" Here again with us it is somewhat a mixed matter. It would be expected that a student of engineering would go to his own Dean. But the Dean of Students might also be visited by that student.

The next question, "To what extent should the Dean of Men concern himself with the finances of fraternities?" (Section XV, Question 10, Topics Suggested for Discussion). I believe that there is no disagreement among you that the Dean of Men, by virtue of his office, should attempt to settle this. The financial problems of fraternities are in many cases almost beyond the possibility of solution. I feel that the burden of responsibility in this sort of matter is chiefly on the fraternity. That he could very well say that the responsibility was not primarily his own.

Question 11. (Section XV). With us, the Dean cooperates with the Dean of Women and does attempt to function in a somewhat positive, constructive and helpful way in the different kinds of social life.

Question 12 (Section XV): This was dealt with by Dean Goodnight.

Question 13 (Section XV): I suppose that on the basis of my personal relationship, I have to answer "No".

Question 14: "What are your office hours as Dean of Men?"

I haven't any. I am in my office about as long as anybody else.

**Alderman:** Let's go on to the next.

**Lobdell:** Section VIII (Topics Suggested for Discussion). Loans, Scholarships, Salaries, Cooperatives.

The answer to many of these questions is obtained from the figures given before we started this discussion, for example, questions 1 and 2. I merely add to question 1 that the consensus of opinion seems to be that the Dean of Men should not "stick his neck out." In other words, not try to collect any more bills than he has to. On question 2 we are about evenly divided. There has been a change in the past year or two. I don't believe that up to the present many institutions have been taking legal steps to collect bills. Eleven say they do. Fourteen do not.

Questions 4 and 5: It is apparent that in most institutions most all of the student publishers receive remuneration of some sort.

Question 7. The answer seems to be that cooperatives are playing very little part on my campus. Where they exist it is in an incubator form.

Question 8. From an inquiry from some of the Deans, it is found that they consider whether a man belongs to a fraternity, but that they do not discriminate against him on that basis.

Going back to question 3, everyone says that the alumni are paying up more promptly on loans now than they were a year or so ago. Several people seem to have exact knowledge on that and statistics to back it up. I know of a number of rather sizeable loan funds which in the past five years has loaned over \$800,00.00, and to which there has been repaid something over \$100,000.00, and the percentage of repayment to notes maturing at the present time is 65%. One and a half years ago, it was 53%. The trend is upward. Also of the unpaid 35%, 30% of those matured the interest, and the notes were extended. In that same fund, of the maturities during the years 1931 and 1932, 87% are now paid.

**Alderman:** Any questions?

**Miller:** What loan funds, if any, are available to students who wish to go to the East to universities for graduate work? I know the institutions to which they wish to apply have funds, but are there any loan funds to which the graduate wanting to take graduate work might apply?

**Greenleaf:** I recently wrote a bulletin, in which there was a chapter on loan funds, setting out in detail these outside loans. There is a Masonic Loan Fund which is still going strong and which is more or less a local affair. If a boy wants to go to college who lives in Los Angeles and if he wants to go to the East, he often times is able to get a local loan. I know they have loaned out thousands of dollars. Of course, there are the church funds also. During this year, I am going to revise and rewrite that bulletin and make a review of these outside loan funds. It will come out the latter part of the year.

**Smith:** Topic: Health Program, Section V. There is no doubt that no matter how your health program is working out, that colleges very definitely have some responsibility for the health of their institutions. They have organized various types of bureaus, hospitals, associations, etc., to take care and look after the student's health. The ideal situation is the institution which has its own individual health service for the medical treatment required, or medicine. This, of course, is limited to those institutions that have university hospitals or other facilities making such an element possible. There are other types in the smaller

schools, which do not have hospitals in connection therewith, but have a serving physician present. Again there is the type of health service that uses a part-time physician and a full-time nurse, who may be called out to the various houses and places of study. Third, there is a type of institution which has no health service at all, but depends on local facilities. They sometimes prove very satisfactory. The universities in attempting to improve measures in health protection seem to be depending on physical examinations, followed up by work on the part of the health service, and depending on the students themselves to report. One particular plan is a check up through the houses of residence. It is expected that the person in charge of houses of residence will report to the health service any cases of illness. Each day such a check up is made and a report is made. The matter of taking care of students who become ill in serious cases differs greatly. Some institutions have hospitals. Others depend on infirmaries. But the tendency is to get away from infirmaries, where there is a good hospital in the community, and all cases of that type are taken to the hospital. With reference to the place of the Dean of Men on student health, it seems that in most institutions the Dean of Men has some place on the Health Board. He holds a position on that Board, if there is a health service in the college. Some have indicated that they do visit students who become ill in the hospitals, and follow up this matter to see that the students are taking care of their health.

**Alderman:** Deans Ripley, Julian and Reinow were assigned to the topic of social fraternities.

**Ripley:** Gentlemen, when things were fine, and money plentiful, we used these fraternities on our campus to good advantage. I say we should not go back on them now when financial conditions are bad. I think it is up to us to help these fraternities pull through. I first became Dean of Men in 1923. At that time there were not many fraternities. I reached a university that now has a goodly number. The number has increased steadily and I believe it is a good thing.

**Julian:** I am not a fraternity man. My wife happens to be a sorority woman, and I have been running the financial affairs of the chapter for quite a while. Her sorority has paid off \$900.00 of house indebtedness. I do feel, however, that there is a distinct tendency on the part of fraternities and Deans of Men to do some "buck passing". I don't want to get in fraternity affairs. Again, this is largely a matter of personality. I am very much in favor of fraternities. I missed a good deal by not belonging to them, and I am willing to do anything I can to help them. I am opposed to "Hell Week". There are some different forms, but I have been told that for the last 15 years that "Hell Week" was gradually disappearing. I think that the persecution period should be devoted to the training of fraternity pledges. Very few fraternity pledges know anything about the history of the organization. Anything that can be done to stimulate it should be done.

**Reinow:** We all believe in fraternities if they are good fraternities. We don't believe in them if they are not. These last two years, I have had an interesting opportunity to compare the fraternity with groups



of people have a cooperative system of dormitories. Those people are functioning and maintaining a high morale, high spirit, and high attitude. While in the fraternity group most houses are crippled because the depression has hit them so hard. There is no question at all but what the whole fraternity attitude towards standards of life has got to alter itself if they are to function successfully in the modern college or university. The period is past when we can bring on to our campuses hundreds of young men and women with their fathers' check books in their hands, who spend their time getting a smattering of learning and most of their time in social activities, and have little to show for it afterward. This is not the kind of fraternity that the national organizations have in mind. This is not the kind of fraternity that the ritual of those organizations indicate that they are, or should be. It is going to be a very difficult problem to change this situation, but it is very necessary. When they get down to brass tacks and find they are going to have to change the sirloin steak for hamburger; when they find they are not going to be able to maintain parties in the high standards, and let the grocery bills go unpaid, they will be better off. I thoroughly believe that for many years a large part of the fraternity problem has been due to the lackadaisical manner in which we have handled the fraternity matter. Let us just come down out of the clouds and get our feet on the ground and understand that these fraternities are just boys and girls, and if we turn them loose they will go wild. They will have to conform.

Some very interesting and marvelously fine things have come out of this fraternity problem, and one is the understanding that a college education does not depend on fraternities, and that the men in the colleges are not necessarily better for having belonged to fraternities; that there are just as good men on the campus as there are in the fraternities. In other words, the fraternities have their back to the wall, and they are going to have to justify their existence. Their attitude must change, and we must help them do this, and show them just where their weaknesses are, and solicit their cooperation in remedying these weaknesses so that they may be an essential asset to an educational institution.

**Guess:** The fraternities were out of our university for twelve years. They returned six or seven years ago and for five years they were not allowed to undertake house construction. I would like to ask the following question: "In a state university located in a town of 2000 people where fraternities are ready to build lodges or houses—which plan is best for the University—to permit fraternities to build lodges, or houses with rooms for dormitory accommodations?"

**President Tolbert:** You have heard the question. Will you please show your hands.

For lodges, 5.

For dormitory or house plan, 18.

**Cole:** My section is XI on Athletics.

**Question 1.** I do. My answer is not based on any consideration of the finances involved. It is based on my observation that all professional sports have elements that creep into it that are rather debasing, both to

the athlete and to the sport. Intercollegiate football has its value in that it is an athletic sport conducted principally for the development of character on the one hand, and a feeling and a sense of cooperation on the other hand. As soon as you enter into this sport, the question of remuneration arises, money becomes the chief consideration. You eliminate, largely, the finer points involved in training, in team work and in loyalty. Professional football is immediately interested in the money involved; plays the game on that basis and it becomes, then, purely a professional business. Many colleges have recognized this evil to the extent that they forbid the employment, in their coaching staff, of coaches who have played professional football.

Question 2. I do not know what is meant by athletic shams in intercollegiate sports. If it has reference to irregularities in the eligibility of players, the colleges certainly have a load on their consciences.

Question 3. Yes. The athletic scholarships, properly supervised, properly handled are probably the safest cure to a lot of shams now existing in colleges. Intercollegiate athletic associations, as a whole, look askance upon athletic scholarships. Because of that, the alumni and friends of the University substitute another form of subsidization, which is far more harmful to the athlete than athletic scholarships properly handled.

Question 4. The college should assume full responsibility and they practice this in most institutions. The athletic association of L. S. U. assumes full responsibility for all injury suffered by athletes in active participation of intercollegiate sports. The responsibility of the college should be greater than that. The college should provide the very finest and highest type of men to take care of the physical condition of the men and to minimize, as much as possible, possibilities of injury to athletes.

Question 5. A student who is of athletic ability is morally bound to participate in intercollegiate athletics. A student of athletic ability who deliberately avoids athletics has a pretty hard time in college. Assuming that a student is drawn into athletics frequently as a result of the attitude of his fellow students and the solicitations of athletic men, it becomes a known fact that the university takes from that student a large portion of his time which he normally would devote to study. That is especially true during the football season when many long trips are taken. The college should make up for the loss of time suffered by the athlete in classwork and in studying because of these compulsory trips. The athletic department provides tutors for men who have lost time in their work and who need guidance and help.

Question 6. Yes, and that is the worst practice in colleges. The remedy is to put all athletics on exactly the same basis and to have sufficient character to sacrifice a few exceptional stars, who demand coddling, for the sake of the group.

Question 7. By proper supervision. L. S. U. has the largest intramural sport program in the South. We also have, probably, the largest and most complete athletic plant in the South. We take special advantage of these conditions to develop intramural sports.

SATURDAY MORNING SESSION  
HOTEL HEIDELBERG

March 2, 1935, 8:30 a.m.

**President Tolbert:** This morning we are going to take up a discussion of the F. E. R. A., its possibilities, and any recommendations which this Association may care to make.

We had hoped to have Doctor Alderman here for this subject, but at the last moment he found that he could not come. Doctor Greenleaf has kindly consented to read this paper. Since Doctor Greenleaf is in Washington I think that this is fitting and proper. I take pleasure in presenting Doctor Greenleaf:

(Doctor Greenleaf read the paper by Dr. L. R. Alderman) . . . . .

**The Philosophy, Purposes and Practices of Federal  
Employment of Students in Colleges**

*By* DR. LEWIS ALDERMAN

Director of the Educational Division of the Federal Emergency Relief  
Administration, Washington, D. C.

As Deans and Advisers of Men you have doubtless had experience in your colleges with the student aid program of the Federal Emergency Relief Administration, and many of you are acquainted with the details of the program. Nevertheless, I think it important to review briefly the general provisions and practices of the project before we examine the philosophy and the wider implications which tie behind it.

One hundred thousand young men and women are in attendance in our colleges and universities today who would not be there except for aid which is being extended to them by the FERA. These young people are able to remain in school by part-time jobs on socially useful projects where they earn from \$15 to \$20 a month. This seems like a small sum, but it represents to every one of these students the difference between staying in college or dropping out. When the plan was first inaugurated in February, 1934, 10 per cent of the enrolled students, or about 75,000 were given jobs. The immediate success of the plan, and the enthusiasm with which it was received by college administrators, led Mr. Harry L. Hopkins, Administrator, to expand it so that for the school year 1934-35 each state is entitled to federal aid for 12 per cent of the total enrollment in its colleges as of October, 1934. This has raised the number of students receiving relief from 75,000 to 100,000. Approximately three-fourths of the students helped are those who would have dropped out at the end of the semester for financial reasons, and about one-fourth are new students who would have been unable to enter without the income from a part-time job. The program has been made effective by the co-operation of college presidents—1466 out of a total of 1649 institutions of higher learning in the United States are participating in this project.

Funds for the student-aid program are allotted to each state by the FERA upon application by the state relief administrations, which, in turn, allot them to non-profit making institutions. The colleges, guided by certain regulations laid down by the FERA, determine which students shall receive aid, and the kind of work they shall do in exchange therefor. The president of a college must certify that the students have good character and ability and are in such need that they could not stay in school without financial assistance. He must agree, furthermore, to use the money for new jobs, and not for the regular maintenance of the college.

This is not a dole—the students are doing real work both on and off the campus. During recent years, many institutions have been obliged to curtail their expenditures for improvements because of lack of funds, so there is much useful work that needs to be done. Students are terracing hillsides, landscaping, surveying, digging ditches, and doing research work in chemistry, physics and engineering. They are printing, mimeographing, making anatomical charts and posters, reading proof, typing and working in museums. Off-campus jobs are bringing the students into contact with community problems and giving them an opportunity to help with the activities of local relief offices. Some of the students are working in hospitals, and in health, nutrition and recreation activities. Of course, there is much work that is routine and that cannot be especially interesting in itself, but sometimes students are able to gain practical experience in their chosen careers. The University of Minnesota has graded the students on their work and has found that 72.2 per cent of them were graded as excellent and superior, and 92.6 per cent of the entire group were graded average, or better than average. The professor of botany in one university says, "The results justify our efforts many times over. The men are so interested in the work, and it is being done so carefully that the results are excellent."

Reports from all over the country indicate that the student aid program has raised the morale of young people who were being deprived of college opportunities by the depression. President A. G. Crane of the University of Wyoming, stated: "This group of young people is exceedingly worthy. I found a crowd in front of our student employment office. Many of these young men have been living in basements, in attics, boarding themselves on five to ten dollars a month, and undergoing all sorts of privations in order to remain in school, and hoping that some student-relief program would be approved which would give them employment. These young men and women are among the best students on the campus. I am writing to express my personal appreciation of your kind reception and your very effective assistance. The effects upon the morale will be excellent and wholly out of proportion to the actual money involved."

Typical of student letters is the one from a young man in Illinois who wrote: "It is the first semester that I felt free to buy a meal without fear of being unable to pay my room rent or tuition. I feel confident of better grades this semester because a student cannot worry about

where his next meal is coming from and hope to accomplish anything in college."

In planning and administering student aid in your colleges, probably you have all thought of the wider implications of the program. And it is these implications, and the results and comparisons of your experiences, which should serve as the basis for our discussion this morning.

The principles of student aid are based on the same general philosophy as the Emergency Relief Program as a whole. This program starts from two concepts: the first is **Recovery**, which grows out of the necessity of meeting an immediate emergency; and the second is **Reconstruction**, which combines recovery with a program for the reorganization of life on broader and more social principles. What we are doing in the student aid program perhaps suggests more clearly the recovery element involved in the situation. For we are faced with an emergency situation, not a theory. Sometimes those who are well-fed and comfortable refuse to see conditions as they are because they have not come into contact with unemployment and insecurity. But those who are called upon to handle the problems of society, know the fatal degree to which the depression has affected our homes, and how many people are being deprived of opportunities which they would have had in normal times. With millions of people seeking employment, the government has tried to provide work for large numbers of them by work relief, on a basis of their training and aptitudes. By making it possible for 100,000 young men and women to stay in college this year, the government has taken them off the labor market and given them opportunities for training and experience.

Another recovery aspect of the student aid program is the salvaging of our leadership. Most of our leaders are college trained,—at least no one would deny that a college graduate has a better chance of becoming a leader than one whose schooling has been cut short. In a depression, if affairs are allowed to take their course, many intelligent and ambitious young people are deprived of the opportunity to go to college. The basis of selection for leadership becomes ability to pay. We are not willing to accept the idea that talent is based on conditions of wealth, and that education is for the privileged few who have money. "Why in the world in America," asked the Administrator, Mr. Harry L. Hopkins, "should we assume, merely because some people happen to have money, that they are the ones who shall have a higher education? I believe that higher education is for those who ought to have it, irrespective of their economic status." We must not let the present depression destroy the sources of leadership or the general mechanism which produces these leaders.

The larger and more social principle of Reconstruction is connected with the extension of the principle of democracy to all social life. The whole trend of democracy has been to extend it, first, by enlarging the powers of the general mass of people so that they may be better able to run public business and enrich their own lives; and second, by enlarging the base, or tapping all the sources of energy and ability that lie latent in the people, so as to bring leadership from the depths upward. Leaders

should come from the bosom of the country, for the nearer leaders are to the people, in their source, the more likely we are to have a leadership which thinks in terms of the people for the people. That has been the general trend of democracy.

Even before the depression we were extending high schools and junior colleges, so that we may say that roots of the present program lie in the past, in the pre-depression era. We had a better opportunity to develop a large program on such a democratic basis during our prosperity, but we were so busy making money that we neglected our opportunity. This depression has not only made us pause and think about the general purposes of our democratic system, but has also given us the impetus to go ahead and plan constructively for the future. Any plan which tends to enlarge the opportunities of the common people so that they may rise to leadership is in accord with the democratic ideal.

If this is an ideal objective, then we may well ask the question: What is the function of government in carrying out this objective? Is it a function to create universities and let only those benefit who can struggle through, or is it the function of the government to advance as much material aid as possible in order that students may take advantage of the opportunities offered by our universities? There are those who think it is not the obligation of the government to provide boys and girls with the means of going to college, that if they really wanted to go they could find a way without government assistance. Many poor boys and girls have worked their way through in the past and are still encouraged to do so by arrangements made by the colleges. Here again, we come to the emergency phase of the student aid program. Until now we have relied on private industry to provide students with the chance to struggle, but we can no longer do this, and so government takes the place of industry.

It is not presumed that the federal government will continue student aid after the depression is over. The program should be looked upon as a temporary emergency measure. The federal government has intrusted the college administrators of this country with a very important work, and results show that they have done it well. We believe that our democracy has been made stronger on account of this program, not only because of the larger number of students permitted to participate, but because of the emphasis placed upon work. It has dignified labor. We all see the need of a much larger number of our people being given additional opportunities that fit them for better functioning as citizens. In these times of social duress we need more trained minds to tackle our problem, not fewer.

Some would say that we are already training more people than can find positions as leaders and executives. But we are not training entirely for leadership—we are training to develop a life as well as a living. We have the natural resources which would enable all our people to be comfortable, secure and happy, and if we have not planned to use our material resources toward these ends, then surely our task is to develop our human resources more fully.

**President Tolbert:** We thank Doctor Greenleaf very much. This paper has come from Doctor Alderman, who is the the head of the educational section of the FERA. He seems to contradict himself. He states that it is the duty of society to see to it that the opportunity to go to college is not measured by one's wealth. On the other hand he states that it is an emergency proposition and will not be continued beyond the present emergency.

**Stratton:** With reference to the stress that was laid upon the facts that the jobs must be socially desirable. It is true that in the original instructions which came from Washington that was one of the precepts. Almost any job that enables students to live decently is desirable. Also a number of colleges are trying out tutoring under the FERA. I would like to hear whether you have any FERA men doing tutoring. I believe that this would give work whereby the men can live decently.

**Turner:** At the end of 12 weeks I secured from the registration office a list of all FERA students who were able to do any tutoring and assigned them to boys who were low. After that there were only two men that failed. I think that this was due to the tutoring. I think it is desirable.

**Corbett:** I would like to say that we had a great deal of difficulty to find jobs. We tried to follow instructions. It seems to me that it could have been used to pretty good advantage for tutoring. We tried not to replace any one from the job which he already had, and we did not do that, but we found it extremely difficult to find jobs.

**Julian:** I would like to ask a question. If I understood it correctly, you say that the basis was the enrollment as of date October 15, 1934.

**Greenleaf:** The first allotment went out just a year ago—last February. We had to get together and decide how many self-help students there were and what this would be. When the next allotment went through for this year—as far as June 30 this year, they set 12 per cent of the number enrolled as a basis—but I believe that date is wrong. It should be October, 1933.

**Julian:** The amount you gave as the maximum was \$30.00. We were given \$20.00 as the maximum.

**Greenleaf:** Twenty dollars is the maximum, but \$15.00 is the average per student. Socially desirable jobs were mentioned. I have searched for an answer for what that is. Apparently it is anything that is interesting, not degrading, useful, which is in addition to the self-help activities which you already have. If you have a dining hall you are not supposed to have FERA students waiting on the tables. Suppose you provide a dormitory under the field house and you want to provide additional meals at a very low rate. Students waiting on tables for those additional meals might be paid for out of FERA funds. Most of the money is being utilized and as well as any one could administer it, but FERA jobs must be in addition to regular work paid out of university funds.

**Julian:** We took this opportunity to try a little experiment. We gave a job under the FERA to new students, and we selected only those students who were in either the highest, or the first four or five students

rating the highest in high schools, and took all of the rest of the jobs and gave those to the rest of the students. The result has been interesting. It has been the first opportunity to get a comparative group that was really selected from the high schools. It has been interesting to compare these students to the rest of our student body. I think that if stipend of \$30.00 would be continued it would be a very fine thing.

**Greenleaf:** I think that any suggestion that you have would be very welcome in Washington.

**Field:** I would like to ask Doctor Greenleaf if as far as he knows is there any objection to using the FERA for tutoring projects of the types that were mentioned, for those students that were not being tutored.

**Greenleaf:** Nobody can interpret this. It is meant to be worked in a very liberal manner. The president of your institution should pass on this matter which you raise, Dean Field. I would say that if you did not have tutoring and you wanted to inaugurate it, it would be O.K. as far as I know.

**Turner:** Is there any indication as to whether the FERA program will be continued next year?

**Greenleaf:** I think you can discount anything you read in the papers or hear by word of mouth. Nobody knows any more than I do about it, and I know nothing about it.

**President Tolbert:** Any further discussion.

**Dirks:** I would like to ask Doctor Greenleaf whether he knows of any schools that have special dining rooms for FERA students. It occurs to me that if it were possible to have dining rooms for FERA students with FERA help, colleges could go a step further in helping students. That is one of our problems. Board is \$5.00 per week, that is the lowest, and when the student is getting \$15.00 per month he cannot go very far in meeting college expenses.

**Julian:** I suggest that Dean Dirks write to the University of Minnesota, and to Doctor Willey of the University of Minnesota about their program.

**Smith:** The State Administrator of Indiana has listed in order the things he considers socially desirable and the first group are those projects in the community such as hospitals, schools of music and instruction for people who cannot afford to pay for it, and the least desirable as clerical work in the offices on the campus which is necessary to administer the FERA program on that particular campus.

**Greenleaf:** This class of work, that is, stenographic and clerical work, is not considered any too socially desirable. Socially desirable means getting the students into the community. For instance, in Ohio one small school for girls has sent girls down to the Childrens' Hospital to lead a music hour for several weeks. The stenographic work is supposedly paid for by the institutions. However, there are times when the emergency arises when it is all right. Often times a program of this sort degenerates into a business of shoving a student off and getting rid of him as quickly as possible.

**Bursley:** I would like to ask Doctor Greenleaf how literally we are to take the statement that these jobs are to go to students who could



not otherwise remain in colleges. In the first part of this paper you made such a statement. Later on in the paper you implied that the jobs could be used to give to students in order to enable them to remain in college under better conditions. It is a good deal of difference in saying that a student can only have a job if he has to leave college if he does not have it, and in saying that he can have it to improve his living conditions.

**Greenleaf:** In the East the cost of going to college is high. Tuition alone is \$400 at Dartmouth, Amherst, Harvard, Williams, and Lehigh; \$450 at Yale and Princeton, and \$500 at M.T.T. For all expenses of freshman year the cost is about \$1,000 (minimum) in these institutions. Some of these institutions have accepted the FERA student aid money and some have turned it down. Among the latter group are Yale, Harvard, Williams, Hamilton, and Haverford. One college not accepting this aid had to go into its own endowment fund for further aid. The president of Hamilton wrote that he could not accept the money because he was not willing to state that any of his boys would NOT be able to remain in college without the money. In my opinion you should be rather liberal in that interpretation, and I doubt if you can take the view of Hamilton where the president believes that none of his boys would be unable to remain in college without FERA aid; prospective students were not considered. There is an article in the Journal of Higher Education that I wrote for February, which will tell you the institutions which have not accepted the money. From this you can get an idea of the type of college that refused the money, and perhaps why they refused. In some institutions student FERA applications are submitted to a local social worker who determines the need before the student is assigned to work. In other colleges applications are passed upon within the institution. The president of the institution is responsible, and his interpretation of the rulings should be liberal, and adjusted to conditions locally.

**Bursley:** Last year when this was first put into effect, we required every student to sign a statement that he could not remain in college without the help. We soon found that we were simply making a number of students perjure themselves. We refused to do it this fall. If we are satisfied that they need the money in order to live decently we give them the work. I know perfectly well a very large number of these we have would not drop out of college if the FERA money was taken away. They could not live as decently probably as we feel they ought to, but they would stay there.

**President Tolbert:** I would like to inject one statement here. In order to settle the question of the need of the student we have sent the names of all applicants to the state headquarters of the FERA. They send out those applications to every community where the applicant lives. Before we make any appointment we get a report from the case worker in that community as to the exact conditions of the home, financially, socially and otherwise, and based on that information, plus the scholarship of the student, we make the award. It seems to me that there has been lots of "hooy" about this question of socially desirable work. It has been said that it was not to give members of the faculty

clerical help. I can't see where it is any more desirable to do that kind of work for the county superintendent than it is for the professor of mathematics. We are not displacing any regular workers. We have required the university to employ just as many since the inauguration of the FERA as they did before. I want to ask a specific question: Suppose your department of mathematics is very much overloaded. Suppose that there was a lot of detail work that would keep them from doing the type of teaching they would like to do. Suppose you give this department FERA workers to relieve the department, to aid the professor to do a better job of teaching than he could otherwise have done. Is that kind of thing permissible?

**Greenleaf:** I am not in a position to interpret this thing. I am not connected with the FERA. Doctor Alderman is a member of the office of Education. Recently they have prepared a little leaflet on interpretation of some of the principles involved. This will no doubt help to answer the questions raised.

**Field:** I would answer the question of Dean Tolbert by saying that that was legitimate under the rules of the FERA. We raised that question at headquarters and got a favorable answer for our work at Georgia Tech.

**Mitchell:** I would like to add that we use those students for office assistants and it was approved and accepted by the Inspector who visits us about once a week. Recently they have permitted us, or rather requested us, to give these men some training in first aid, and they in turn after taking a few weeks in this training are sent out to the public schools and train the pupils of the high schools in this same training.

**President Tolbert:** We would like to have some further discussion on this point. Should this FERA work be continued?

**Turner:** We have one of the largest groups that there is, possibly 1200. Now getting to the question of whether or not it is desirable. I frankly do not know what we will do if we do not have it next year. Some could come back to school, but some could not. If the relief work is continued anywhere in the nation I am in favor of having it continued for the students. When the time comes that it is to be discontinued it seems to me that it will be much more appropriate if it is tapered off rather than stopped suddenly.

**Reinow:** The purposes of the FERA as I understand it is to bring into colleges those students that could not otherwise attend. This threw upon our educational institutions a social problem as well as an educational problem. We should be equipped to take care of certain social problems in handling these young men and women.

Some of these students who came to school had little or nothing prior to the advent of the FERA. The lower counties of our state were bad off so far as farm produce was concerned. There was no corn. Cattle were starving. There was no farm work. There was nothing for young men to do in the small communities, except to loaf around the pool halls or "strike the rods" for some place around the mountains. What are you going to do with these boys when they come to college? One way that we tried to help was with our cooperative dormitories.

I would like to speak briefly about them. We found boys who had jobs but no way of paying room and board. We had a large section of the field house that was going to waste. We put in cots and steel lockers and we rented these rooms, sleeping space, for \$1.00 a week. We provided the bed, bedding, linen, etc. We partitioned off a section for a study hall, and find that we don't have to put in someone to oversee it. The men appreciate the opportunity which they have been given.

There was, however, another problem. Before they had been trying to live on about 25c a day. I think you will all agree that a good husky 17 or 18 year old boy can't live on 25c a day. They can hardly exist. I called a group together, and found that there were about 18 or 20 of them. We had an old house—it had been a school building; we outfitted the group, put in cooking utensils, cots, etc., and said now "go to work". My assistant, Mr. Jones, came into my office the next morning and said "We will have to provide these boys with some capital." I said, "No, this is not going to be a charity project. Twenty boys can live well on \$5.00 a week each. Let them take a collection and send one of them to town to buy their food, cook it, and eat it. Remove any stigma of charity."

We had boys that were hungry but who were good students—out of jobs, but wanted to work, and who were there because they were anxious for an education. With all our regimentation and with all of our paraphernalia let us not get away from this. There are still a large number of boys and girls from this country that want to go to college and are willing to pay the price, willing to sacrifice, eager for learning.

Then came the FERA, and we put in three other cooperative dormitories. We had some houses that had been rented heretofore to some fraternities who were not paying their rent. We were fortunate that we could simply ask them to leave. Also we had rented some property to private people to take in roomers. We decided that we would use such a house for cooperative dormitories. We called in the health officers to make a survey of that house, and to see how many people we ought to allot to that place. We looked around for equipment. In doing this we got much better rent than we were getting from the fraternities, and they were not paying it. We organized three more cooperative dormitories and they were very successful. One young man who was in charge of one, and received FERA help, made it his business to organize and to oversee and supervise the work and to regiment the work and assign the jobs. He had a house that accommodated 40 people. By the end of the year he was able to board those 40 people during the last three weeks of May for nothing, and to prorate among them \$100.00 of surplus that he had piled up.

This year we had an enormous increase of students, around four or five hundred freshmen, and the last that we received were just along the lines of the type that I have mentioned. We put a program into effect to bring our present number of cooperative dormitories up to ten, with a total population of 350. We took this young man who had made such a success out of one house and we gave him the job of supervising these dormitories, so far as regimentation of work was concerned, selection of cooks, and making out menus. The menus are made out under

the supervision of the Department of Dietetics and they are balanced and excellent. We have been using this FERA money to pay these men, fifteen or eighteen, to help supervise these dormitories because we believe that those dormitories were necessitated by the type of student that the FERA funds brought to us. We have been very much pleased with the way they have been working out.

**President Tolbert:** We thank you very much Dean Reinow.

**Thompson:** (St. Olaf) Just a word or two about Minnesota. What Dean Reinow said about certain sections of South Dakota applies to certain sections of Minnesota and we have had an unusual number of inquiries from many who will graduate from high school this year, and from parents, asking whether we thought there would be a possibility of them getting the FERA help next year. To us it will mean a great deal.

**Question:** Dean Reinow, what is the cost per student in the cooperative houses?

**Reinow:** It costs the student \$12.00 per month. He pays in \$2.00 per week for his board and \$1.00 a week for his room. It will run now about \$1.75, a little above last year. It costs the Government approximately \$1000.00 a year to take care of a single young man in a CCC camp. We take a man and bring him to college with cooperative dormitories and give him a year's living and education for less than \$300.00.

**Greenleaf:** I just want to bring to your attention another use of FERA money which is not a part of the student aid, but akin to it. It has to do with the Emergency Junior colleges. Michigan has divided the state into seven sections. Each section is in charge of one of the established institutions. The University of Michigan has one section, the land college has another, Wayne University another, and there are four Teachers Colleges. There are 100 Junior colleges established in Michigan. Students are brought to them who are graduated from the high schools and cannot be employed and can't find jobs, and are taught by professors and teachers who are out of employment. Use is made of the high school buildings after the hours and evening and afternoon classes are given to some 6000 students in Michigan. These 100 Emergency Junior Colleges have been accredited by the different sponsoring institutions, like Wayne, University of Michigan, etc. In Ohio you will find something like twenty of these Colleges established. As I understand it they are not quite on the same plan as those in Michigan. Ohio also has the Emergency Radio Junior College. In Connecticut there are six. The professors and teachers who are employed receive \$15.00 per week in these institutions. In Michigan and Ohio they must have a bachelors degree and at least one year of graduate work before they can be employed. The schools occupy the high schools after hours from four in the afternoon until nine in the evening. Sometimes they use high school facilities so that the cafeterias may be able to give hot supper at night. But the point is, is it better to establish these Emergency Junior Colleges in the little towns, or is it better to say here is \$15.00 a month for you to go to the University.

**Julian:** I don't think we should involve this association in politics

too much, but hearing men tell us what proposition they are up against when they get to Washington, I think we should try to get help in retaining the FERA. The government is spending \$13,500,000 on the FERA. I don't want to see anybody starve, but I am not afraid to say, that after a review in a broad way, that the U. S. government will not realize as much on its other activities as it is going to realize on the FERA.

**President Tolbert:** Our time is about up, gentlemen. The resolutions committee will have resolutions of some kind to report concerning any recommendations which we as a group may want to make. However, I would like to have a show of hands on one proposition. Those Deans who have found FERA work helpful in their institutions, and would like to see it continued, I would like to see your hands.

(Vote was unanimous.)

**President Tolbert:** We will go on to the business of the day.

**Smith:** I would like to call to the attention of the Conference of a very fine editorial on our beloved Dean Stanley Coulter in the Baton Rouge paper and move that it be included in our minutes. (Motion put and unanimously adopted.)

### Staying Young with the Youngsters

The venerable Stanley Coulter, dean emeritus of Purdue university, in making his annual address before the deans of men of universities and colleges of the nation, spoke of the importance of older persons, particularly deans, staying young with young people.

Silver-haired and beloved, this dean "of the world at large" said deans of men had an important task which might not be fulfilled effectively by any man save the ones who had maintained their "soul's high courage" in dealing with young people.

Greying hairs and stiffening muscles, he said, were not an indication of age, for those who kept youth near and dear to their hearts. Age manifests itself in "little impatiences, worse—little tyrannies" over persons who come under their guidance. This is one of the greatest mistakes which a man as dean can make.

Dean Coulter who has seen many generations of boys pass through Purdue is a living exponent of the theory which he advocated at the banquet meeting. His approach is kindly and gentle, warming and understanding. It is a small wonder that he is loved by the entire association of the Deans and Advisers of men.

Those who listened through the evening to the dean's remarks were struck with the admonition of the gentle dean to "stay young" with youth. Far too many of us slip into little intolerances, and petty misunderstandings of the viewpoints of others. Our own particular grooves seem to grow very deep and often it is difficult to see over them to the viewpoint of another.

Staying young is good advice for deans of men and it is equally good of any man or any woman in any walk of life.

Taking this lesson from the dean is one of the best lessons which any of us might learn.—Morning Advocate, Baton Rouge, La.

**Reinow:** I move that our president write to the proper person, and express the sentiments of the members of this association relative to the FERA.

**Goodnight:** Second the motion.

**President Tolbert:** There is a motion made that the president forward this excerpt of the minutes and also to write what he conceives to be an expression of this group and send it to the proper person in Washington.

(A vote was taken on the motion and it was carried.)

**President Tolbert:** We will now have a report of the Executive Committee by the Secretary.

Secretary Gardner made the report, which is as follows:

"Accepted President's Smith gracious invitation to be represented at the 75th Anniversary at L. S. U. Dean Cole and the new President were appointed to represent the Association."

"Recommended that Committee on Place and Nominations appointed this year serve for a three year term, i. e., for the conferences of 1935, 1936, and 1937."

**Lobdell:** I move the adoption of the recommendation.

**Julian:** Second.

(A vote was called, and the report accepted.)

**President Tolbert:** We will now have the treasurer's report.

(Secretary Gardner read the treasurer's report.).....

#### TREASURER'S REPORT FOR THE NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN

March 29, 1934 - February 28, 1935

Receipts	
Balance brought forward .....	\$454.74
Registration fees—1934 meeting .....	45.00
Dues collected for 1933-34 .....	20.00
Dues collected for 1934-35 (62) .....	566.00
Minutes .....	1.50
<hr/>	
Total Receipts .....	\$1,107.24
Less items uncollected (2) .....	20.00
<hr/>	
Net Receipts .....	1,087.24

**Disbursements**

Printing and mailing of minutes .....	\$336.32
Reporting of 1934 meeting .....	104.59
Editorial allotment .....	100.00
Miscellaneous printing .....	33.57
Postage .....	30.45
Express charges .....	7.84
Telephone and telegraph .....	3.08
Stenographic services .....	18.00
<b>Total Disbursements .....</b>	<b>\$638.85</b>
<b>CASH ON HAND, Feb. 28, 1935 .....</b>	<b>453.39</b>

It was moved that the report of the Treasurer be accepted. A vote was taken and the report accepted.

The Secretary read letters from Dean Fraser Metzger, Rutgers. Dean H. M. Cook, W. Texas State Teachers; Dean Carl Morrow, State College of Washington; Dean J. M. Hamilton, Montana State, and Dean R. H. Rivenburg, Bucknell.

**President Tolbert:** The Executive Committee has reported, and the Treasurer has also reported. Now we will have the Committee on Resolutions.

**Lancaster:** Your Committee on Resolutions wishes to report as follows:

WHEREAS the Seventeenth Annual meeting of the N. A. D. A. M. held at the Louisiana State University February 28 to March 2, 1935, has given us an opportunity to renew our helpful and pleasant associations with one another and to confer about our common problems to the end that we may carry on our work more effectively, be it therefore,

**RESOLVED:** That we express to Major Cole, Dean of Student Affairs, to Major Middleton, Dean of Men, and to their colleagues on the faculty of the L. S. U. our appreciation for their thoughtfulness in providing for our comfort and pleasure.

To President James M. Smith of L. S. U. for his understanding address of Welcome and to all others connected with the institution for their contributions to our program.

To our beloved Dean Emeritus Stanley Coulter for his inspiring address at the annual banquet.

To the Ladies of the University for the hospitality extended the wives of the Deans and for their many courtesies.

To our gracious hosts in the parish of St. Francisville, the Ussises Bowman Doctor Lewis, Mr. and Mrs. Curry and Mr. and Mrs. Percy for their delightful entertainment.

To the President of the Association, Dean Tolbert, and to our efficient Secretary, D. H. Gardner, our gratitude for their services.

**BE IT FURTHER RESOLVED:** That the N. A. D. A. M. heartily approve the establishment of a system of counsellors for fraternities.

That the Association express its approval of the allocation of funds to the Universities and Colleges of the country by the Federal Emergency Relief Administration and requests its continuation, provided the general relief program be continued.

That we express our appreciation to the National Interfraternity Conference for the message of good will wired to President Tolbert by its vice-chairman, Harold J. Bailey and assure the conference of the co-operation of our association in attempting to solve our common problems.

**Reinow:** I move the adoption of the resolutions.

**Turner:** I second the motion.

Motion was put and carried.

**President Tolbert:** We will now have the report of Honorary Fraternities.

**Park:** The situation with reference to Honorary Fraternities is almost the same now as it was a year ago. Your committee is convinced that the purpose of a number of so-called honorary organizations was not to serve the student, but to use him, and we are recommending that the committee be continued to carry out a further study, which would involve some considerable expense which should not be borne by this organization. I would like to have the authority to approach an outside organization such as the Foundation to finance such a study.

**Goodnight:** I move the authority be given.

**Smith:** I second the motion.

Motion carried.

**President Tolbert:** We have a committee which has been appointed to collect some information relative to favorable courses for those young men who hope to be deans of men. A number of graduate schools have made requests of that kind to our secretary and president. Dean Turner will give us the report of that committee, the committee on Preparation for Work as a Dean of Men.

**Turner:** Your committee on Preparation for Work as a Dean of Men wishes to request: (1) That action now be postponed. (2) That the committee be enlarged to six. (3) That the report of the committee be made at the 1936 meeting. I move the request be granted.

**Bursley:** I second the motion.

Motion carried.

**President Tolbert:** We now come to the editorial report. Dean Armstrong of Northwestern is our editor.

**Armstrong:** The first thing I want to take up is the matter of a news letter. A considerable amount of work is involved and the question arises as to whether or not it should be continued. Is this the desire of the organization? I would like the chairman, if he will, to get a consensus of opinion here.

**President Tolbert:** This is a frank organization, which will not refrain from criticism. I would like to have some opinions as to the value of the news letter that was sent out last year.

**Field:** I move it be continued.

**Dirks:** Second the motion.



**Reinow:** I can't help but say this in view of the fact that I have not been able to attend these meetings for three years—that was one of the few bright spots that came into my life last year and I read it very eagerly. I believe that that is one of the most constructive things that we have. I would like to see it not only continued but enlarged.

**President Tolbert:** That is your answer.

Motion was put and carried.

**Armstrong:** At the meeting last year I was instructed by this organization to look into the possibility of two or three serious enterprises and the thing that I have temporarily decided on and which the executive committee discussed was a monograph. Despite the fact that some speeches that I delivered here might not be worthy of preservation indefinitely there have been a considerable number of speeches of others that have a very great merit. The thing that I propose, gentlemen, is that a monograph be issued along this line, "The Duty and Functions of Deans of Men," prepared from speeches given before this Association. That might entail, however, a little more expense than we will be able to meet through the resources. Should it be necessary, are you willing to pay say \$1.00 or \$1.25 for a copy after the publication is issued?

**President Tolbert:** The proposition is this. We may or may not have enough money to pay for it. In case it becomes necessary for you to buy that book, will you pay \$1.00 for it. Your hands please.

Unanimous.

**President Tolbert:** Now to the final report of the Committee on Place of Meeting and Nominations.

**Bursley:** Mr. Chairman: We had an example yesterday of how it pays to advertise. Up until yesterday morning we had had practically no invitations. Yesterday the invitations came in so fast we did not know what to do with them all. From the University of Texas to University of Maine, and from Madison down to University of Alabama, and from Washington University in St. Louis, the University of Illinois and South Dakota School of Mines. After considering all these invitations, we felt that Dean Stratton's invitation to meet at Drexel Institute in Philadelphia should be accepted.

Then came the selection of the officers. We have had a practice of nominating these officers with the exception of the job of secretary. He has been appointed for three years. We looked over the hard workers in the organization and we decided that if hard work and perseverance should be rewarded, the job as President should go to Dean Alderman. And finally for the position of Vice-president we selected and recommend Dean Speight of Swarthmore, who will be in the neighborhood of Dean Stratton. So we recommend the convention for 1936 be held at Philadelphia under the auspices of Drexel Institute, at a time to be selected by the new officers and that the officers for next year be as follows:

W. E. Alderman, president

H. E. B. Speight, vice-president

D. H. Gardner, secretary.

**President Tolbert:** You heard the report of the Committee.  
(Motion made and report accepted.)

Dean Alderman, will you come forward. You are the new President.

**Alderman:** I appreciate the compliment very much. However, I can't say that I relish the work that may be connected with it. But it does give me an opportunity to get even with these presidents who have inflicted me with that Question Box for the past two years.

Is there any other business? None . Then we are adjourned.

## APPENDIX A

Official Roster of Those in Attendance at the  
Baton Rouge Meeting

<i>Name</i>	<i>Institution</i>	<i>Title</i>
Alderman, Wm. E.	Beloit College	Dean of Men
Anderson, James	Wooster College	Dean of Men
Armstrong, J. W.	Northwestern Univ.	Dean of Men
Beaty, R. C.	University of Florida	Asst. Dean of Students
Beatty, Shelton	Grinnell College	Dean of Men
Blalock, L. F.	University of Florida	Officer of Admissions
Bosworth, E. P.	Oberlin College	Dean of Men
Bursley, J. A.	University of Michigan	Dean of Students
Chapman, Max	Oberlin College	Mgr. of Freshman Dorm.
Cole, J. P.	Louisiana State Univ.	Dean of Student Affairs
Corbett, L. S.	University of Maine	Dean of Men
Coulter, Stanley	Eli Lilly Co.	Emeritus Dean
Daly, B. C.	University of Wyoming	Dean of Men
Dirks, L. H.	DePauw University	Dean of Men
Duerr, Alvan	Intearfraternity Conf.	Dean of Men
Enyart, A. D.	Rollins College	Dean of Men
Fisher, M. L.	Purdue University	Dean of Men
Field, Floyd	Georgia Tech.	Dean of Men
Gardner, D. H.	University of Akron	Dean of Men
Goodnight, S. H.	Univ. of Wisconsin	Dean of Men
Gordon, J. M.	Texas Tech. College	
Greenleaf, W. J.	U. S. Office of Educ.	Spec. in Higher Educ.
Guess, R. M.	Univ. of Mississippi	Dean of Men
Hamilton, A. P.	Millsaps College	Dean of Freshmen
Hollard, H. W.	Arkansas State College	Dean of Men
Julian, J. H.	Univ. of South Dakota	Dean of Student Affairs
Lefort, C. R.	N. Carolina State College	Dean of Men
Lancaster, D. S.	University of Alabama	Asst. Dean of Students
Lobdell, H. E.	Mass. Institute of Tech.	Dean of Students
Lovitt, W. V.	Colorado College	Dean of Men
McElroy, C. H.	Okla. A. & M. College	Dean
Manchester, R. E.	Kent State College	Dean of Men
Middleton, Troy H.	Louisiana State Univ.	Dean of Men
Miller, Earl	Univ. of California	Dean of Men
Mitchell, W. L.	Louisiana Tech.	Dean of Men
Moore, V. I.	University of Texas	Dean of Students
Newman, J. H.	University of Alabama	Asst. Dean of Men
Nowotney, Arno	University of Texas	Asst. Dean of Students
Park, J. A.	Ohio State University	Dean of Men
Paty, Raymond	Emory University	Dean of Men
Reinow, Robert	University of Iowa	Dean of Men
Ripley, G. E.	Univ. of Arkansas	Dean of Men
Rollins, J. Leslie	Northwestern Univ.	Asst. Dean of Men
Schultz, J. R.	DePauw University	Dean of Men
Smith, G. Herbert	Allegheny College	Dean of Freshmen
Speight, H. E. B.	Swarthmore College	Dean of Men
Stephens, Geo. W.	Washington University	Dean of Students
Stine, Tom	Jamestown College	Dean of Men

## APPENDIX A (continued)

<i>Name</i>	<i>Institution</i>	<i>Title</i>
Stratton, L. D.	Drexel Institute	Dean of Men
Thompson, J. J.	St. Olaf College	Dean of Men
Thompson, T. J.	University of Nebraska	Dean of Student Affairs
Thompson, W. H.	University of Omaha	Dean of Men
Tolbert, B. A.	Florida University	Dean of Students
Trautman, W. D.	Western Reserve Univ.	Dean
Turner, Fred H.	University of Illinois	Dean of Men
Wellington, A. M.	Ohio State University	Student

## APPENDIX B

## Roster of Ladies Group

Mrs. Jas. W. Armstrong	Mrs. M. L. Fisher	Miss Betty Manchester
Mrs. Joseph A. Bursley	Mrs. D. H. Gardner	Mrs. C. H. McElroy
Mrs. Clark	Mrs. S. H. Goodnight	Mrs. Arno Nowotny
Mrs. Perry Cole	Mrs. W. J. Greenleaf	Mrs. J. A. Park
Mrs. Stanley Coulter	Mrs. R. M. Guess	Mrs. Raymond Paty
Mrs. B. C. Day	Mrs. H. W. Hollard	Mrs. Taylor
Mrs. Louis H. Dirks	Mrs. J. H. Julian	Mrs. W. D. Troutman
Mrs. Floyd Field	Mrs. D. S. Lancaster	Mrs. Thomas Stine
	Mrs. R. E. Manchester	

## APPENDIX C

## Minutes of the Ladies Group

The ladies group approved a resolution to extend a vote of thanks to Mrs. J. P. Cole, Mrs. James M. Smith, and the faculty ladies for their gracious hospitality.

## APPENDIX D

## Roster of Members 1934-1935

<i>Institution</i>	<i>Representative</i>
Akron, University of .....	D. H. Gardner
Alabama, University of .....	D. S. Lancaster
American University .....	C. B. Woods
Arkansas, University of .....	G. E. Ripley
Armour Institute of Technology .....	John C. Penn
Beloit College .....	W. E. Alderman
Bethel College .....	P. S. Goertz
Brown University .....	S. T. Arnold
Bucknell University .....	R. H. Rivenburg
California, University at Los Angeles .....	E. J. Miller
Carnegie Institute of Technology .....	A. W. Tarbell
Case School of Applied Science .....	T. M. Focke
Colorado, University of .....	H. G. Carlson

## APPENDIX D (Continued)

<i>Institution</i>	<i>Representative</i>
Dartmouth College .....	L. K. Neidlinger
Denison University .....	F. G. Detwiler
Denver, University of .....	John Lawson
DePauw University .....	L. H. Dirks
Drexel Institute .....	L. D. Stratton
Florida, University of .....	B. A. Tolbert
Georgia School of Technology .....	Floyd Field
Illinois, University of .....	F. H. Turner
Indiana State Teachers College .....	F. H. Weng
Indiana University .....	C. E. Edmondson
Iowa State College of Agriculture and Mechanical Arts ..	M. D. Helser
Iowa State Teachers College .....	L. I. Reed
Iowa, University of .....	Robert Rienow
Kansas, University of .....	Henry Werner
Kent State College .....	R. E. Manchester
Kentucky, University of .....	T. T. Jones
Louisiana State University .....	J. P. Cole
Macalester College .....	C. E. Ficken
Maine, University of .....	L. S. Corbett
Massachusetts Institute of Technology .....	H. E. Lobdell
Michigan, University of .....	J. A. Bursley
Minnesota, University of .....	E. E. Nicholson
Missouri, University of .....	A. K. Heckel
Montana, State University of .....	J. E. Miller
Nebraska, University of .....	T. J. Thompson
New York University .....	
North Carolina State College of Agri. and Eng. ....	E. L. Cloyd
Northwestern University .....	J. W. Armstrong
Oberlin College .....	E. F. Bosworth
Ohio State University .....	J. A. Park
Ohio University .....	J. R. Johnson
Ohio Wesleyan University .....	W. L. Sanders
Oklahoma, University of .....	J. F. Findlay
Omaha, University of .....	W. H. Thompson
Princeton University .....	Christian Gauss
Purdue University .....	M. L. Fisher
Rutgers University .....	Fraser Metzger
St. Olaf College .....	J. J. Thompson
South Dakota School of Mines .....	C. G. Watson
South Dakota, University of .....	J. H. Julian
Southern California, University of .....	F. M. Bacon
Southern Methodist University .....	A. C. Zumbunnen
Stanford University .....	G. B. Culver
Tennessee, University of .....	F. M. Massey
Texas, University of .....	V. I. Moore
Union College .....	G. W. Habenicht
Washington University .....	G. W. Stephens
Wayne University .....	J. P. Selden
Wisconsin, University of .....	S. H. Goodnight
Wooster College .....	James Anderson

*Emeritus Deans*

Stanley Coulter, Eli Lilly Co., Indianapolis, Ind.

C. R. Melcher, University of Kentucky, Lexington, Ky.

## APPENDIX E

## Summary of Previous Meetings

<i>Meeting</i>	<i>Present</i>	<i>Place</i>	<i>President</i>	<i>Secretary</i>
1st	6	Madison, Wis.	S. H. Goodnight	L. A. Strauss
2nd	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3rd	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4th	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5th	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6th	29	Ann Arbor, Mich.	J. A. Bursley	E. E. Nicholson
7th	31	Chapel Hill, N. C.	Robert Reinow	F. F. Bradshaw
8th	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9th	43	Atlanta, Ga.	Floyd Field	F. F. Bradshaw
10th	50	Boulder, Colo.	S. H. Goodnight	F. M. Dawson
11th	75	Washington, D. C.	G. B. Culver	V. I. Moore
12th	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13th	83	Knoxville, Tenn.	W. L. Sanders	V. I. Moore
14th	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15th	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16th	61	Evanston, Ill.	H. E. Lobdell	D. H. Gardner
17th	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner

The next annual meeting will be held at Drexel Institute, Philadelphia, Pennsylvania, April 30, May 1 and 2, 1936. Headquarters, Bellevue-Stratford Hotel.

## APPENDIX F

## Standing Committees 1935-36

*Committee on Nominations and Place*

Dean J. A. Bursley, Chairman  
 Dean L. C. Corbett  
 Dean Scott H. Goodnight  
 Dean E. J. Miller  
 Dean V. I. Moore

*Committee on Honorary Fraternities*

Dean J. A. Park, Chairman  
 Dean B. A. Tolbert  
 Dean T. J. Thompson  
 Dean J. P. Cole  
 Dean D. H. Gardner

*Committee on the Preparation for the Work of a Dean of Men*

Dean Fred H. Turner, Chairman  
 Dean J. W. Armstrong  
 Dean H. E. Speight  
 Dean J. J. Thompson  
 Dean George Culver

